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ABSTRACT

This guide for adult educators provides a general model for establishing and maintaining Adult Basic Education (ABE)-in-Industry programs. The model encompasses eight components, including the industry program and ABE program. The handbook, however, skips the two programs and begins with the industry and ABE agreement component, devoting a chapter to it and to each subsequent component, namely Needs Assessment, Recruit and Train Personnel, Curriculum Modification, Conduct the Cooperative Program, and Evaluate the Cooperative Program. Each chapter presents a brief discussion of pertinent issues as well as the procedures necessary for that component. Examples of forms and materials, which may be used or modified to meet a particular cooperative program's needs, are included in each chapter. Each chapter ends with a checklist of activities crucial to the component just elaborated. A list of references is included. (YLB)

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ABE-IN-INDUSTRY HANDBOOK

TRAVIS COUNTY ADULT BASIC EDUCATION CO-OP
SPECIAL PROJECT

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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PREFACE

This handbook is the result of a year and a half of experience in conducting an ABE-in-industry program. During this endeavor, the literature on joint ventures by adult education programs and private businesses and industries has been surveyed as has the present status of such ventures within Texas. On the basis of information gained from these sources, a general model for the establishment of ABE-in-Industry programs has been developed and has served as the basis for this handbook. Each chapter of the handbook presents a discussion of the issues pertinent to the respective component of the model which it elaborates and includes materials which may be used or modified to meet the needs of particular cooperative programs. (See Figure 1)

We anticipate that this handbook will be a useful guide for adult educators wishing to establish and maintain ABE-in-Industry programs and we welcome suggestions for the improvement of this product.

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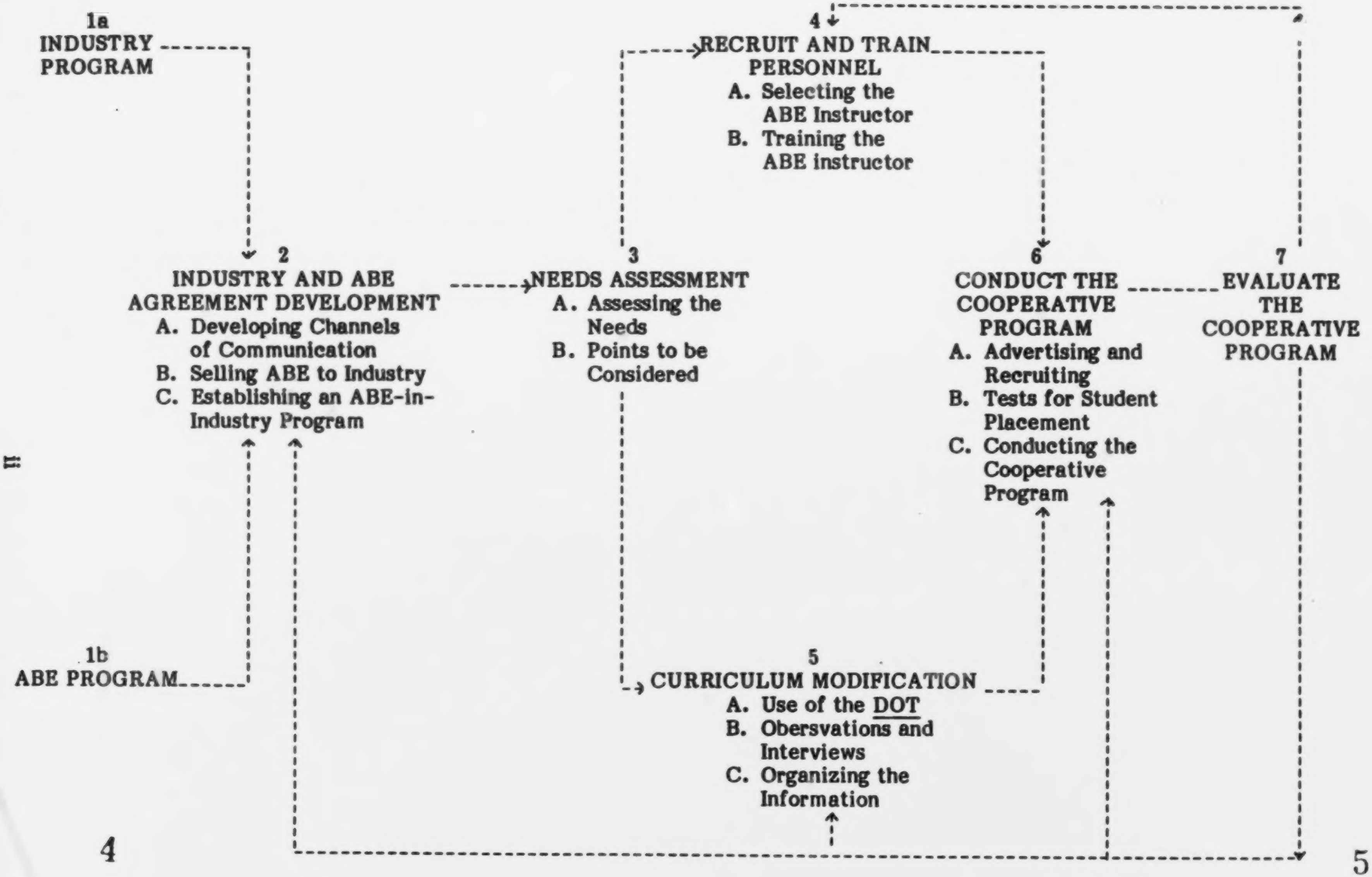
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Figure 1
Process Model for the Establishment of a Cooperative Industry and ABE Program

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ONE: INTRODUCTION

Some Challenges of Adult Education

"The primary and immediate mission of . . . (Adult Education) is to help individuals satisfy their needs and achieve their goals (Knowles, pg. 23, 1970)." As technological and social changes occur more rapidly, the individual will find his/her goals becoming more dificult to achieve without adult education. As the individual matures and changes, his/her interest and needs tend to change as well. It is adult education which serves as the tool for keeping pace with technological advancement and for understanding oneself in a changing world.

However, as the cost of education rises and as funding for educational programs is reduced, the availability of adult education programs may decrease at a time when they are needed the most. The resulting gap between the knowledge and the skills of the individual and the needs of society will only increase until new educational programs are developed which can function even with reduced funding. This is, and will continue to be, one of education's most pressing challenges.

Adult education is also challenged to become more competency-based. Educational institutions are finding that they are answerable for their labors and, are beginning to stress the importance of acquiring life-skill competencies rather than purely academic achievement in adult education.

As the practices of business and industry become more sophisticated, there will be less need for the unskilled, undereducated employee. Unfortunately, it is the undereducated individual who is least likely to be attracted to adult education through traditional approaches.

Thus, if financing education and becoming competency-based are pressing challenges, adult education may have its greatest challenge in reaching the undereducated and helping them "satisfy their needs and achieve their goals."

Education and Industry

Industries, in general, provide a wide range of adult educational services, from on-the-job training programs to various vocational, educational classes which either provide knowledge or develop skills. Industry also tends to support formal, continuing education by meeting some or all of the educational costs of its employees at institutions of higher education.

It is somewhat more unusual, however, for industry to provide similar opportunities for meeting the educational needs of the undereducated. In part, this may reflect industry's attitude towards education. Many industries view providing educational opportunities as a benefit unrelated to performance on the job. As a consequence, it is provided to those who ask for it and the undereducated are the least likely to ask for it. Other industries see education as a means for employee advancement and for affecting communication and, as a result, have developed a continum of educational opportunities. However, opportunities for the undereducated employee are still very limited.

The undereducated employee is usually considered by industry to be a high risk employee on the basis of turnover and expected tenure. However, evidence exists that suggests that the undereducated employee who is given adult educational opportunities becomes safer, more efficient, more satisfied and more highly motivated. A study at Planter Peanuts (Feldon 1981 indicated that . . . "the worker (1) is less frustrated; (2) is more content; (3) is more independent; (4) attempts new tasks; (5) is motivated to learn and anxious to apply newly acquired skills; (6) is a safer, more qualified worker; and (7) is capable of participating in training/apprenticeship programs and safety programs (pg. 6)", when that worker is given adult basic educational opportunities.

It is the intent of this handbook to provide a model by which the specialized training needs of different types of industries are made compatible with the identified needs of the undereducated adults in our industrial society. There is no reason to assume that the needs of industry (for motivated, qualified employees), the needs of the employee (for secure, rewarding employment) and the emerging need of education (for reducing educational costs and becoming more competency-based) are not all compatible. What may be lacking is a shared commitment between educational institutions and industry to cooperatively provide to the undereducated employee the much needed educational opportunities.

The model to be presented here is intended to provide the reader with a description of a step by step process which will aid in the establishment of a cooperative Adult Basic Education (ABE)-in-industry program (see Figure 2). Throughout this handbook, ABE will be used to signify the totality of adult education classes: Adult Basic Education (ABE), General Education Development (GED) and English-as-a-Second Language (ESL).

As depicted, the model encompasses eight components. However, the handbook will commence with the "INDUSTRY AND ABE AGREEMENT DEVELOPMENT" component and devote a chapter to each subsequent component. Each chapter will present a brief discussion of pertinent issues as well as the procedures necessary for that component. Examples of forms and materials, which may be used or modified to meet a particular cooperative program's needs, will be included in each chapter. Finally, to aid further in the establishment of such a cooperative venture, each chapter will end with a Checklist of Activities crucial to the component just elaborated.

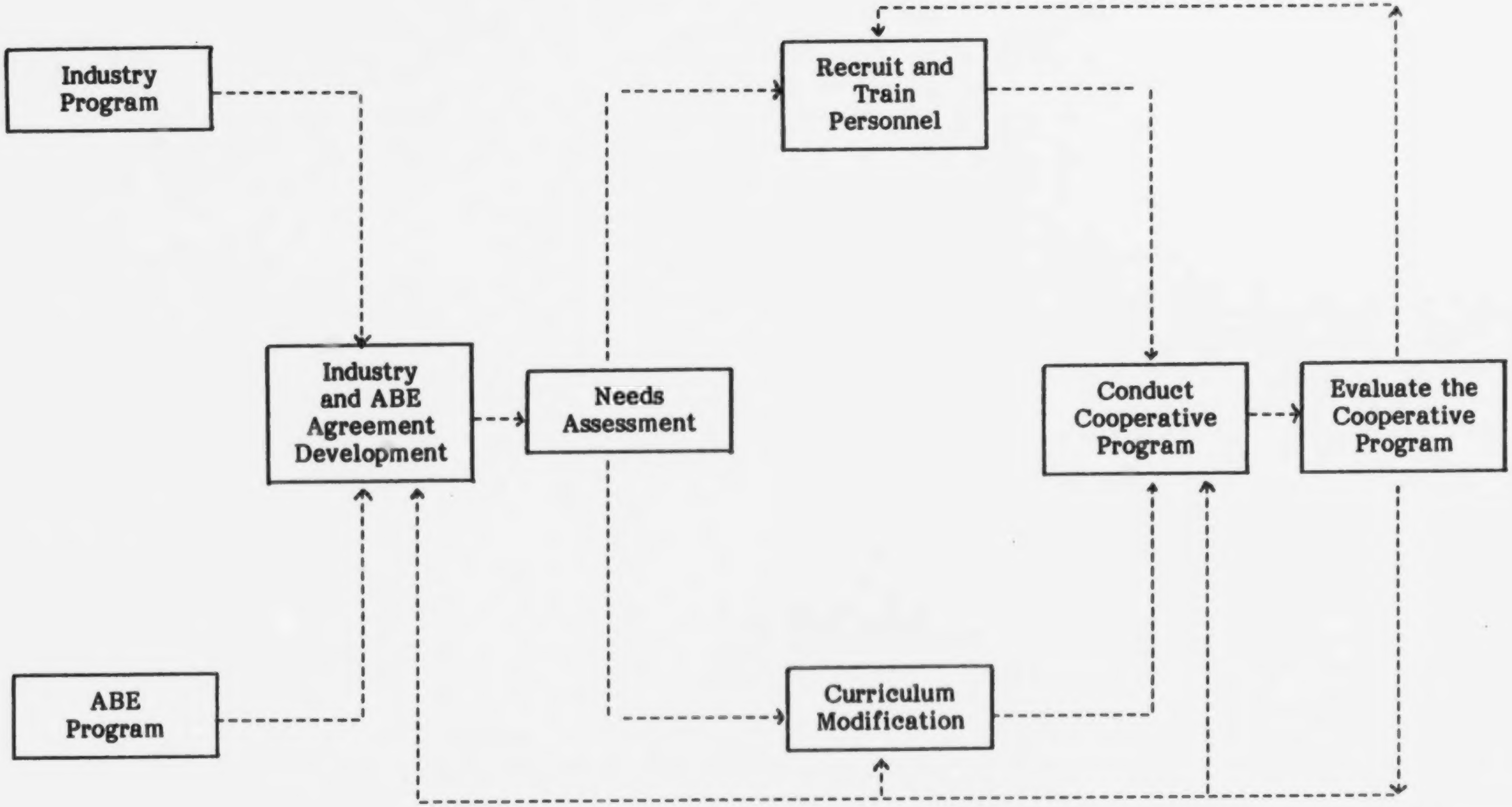
Industry Program
Recruit and Train Personnel
Industry and ABE Agreement Development
Needs Assessment
Conduct Cooperative Program
Evaluate the Cooperative Program
ABE Program
Curriculum Modification

Figure 2
A Model for a Cooperative Industry and ABE Program

TWO: INDUSTRY AND ABE AGREEMENT DEVELOPMENT

Developing Channels of Communication

Existing channels of communication between ABE programs and industry are usually rare and, at best, informal. However, it is the cultivation of open channels of communication which can lead to successful cooperative agreements between industry and education. It may be the case that viable communication channels already exist; however, if they do not, then the coordinator must establish and develop these channels.

The best situation is one in which each participant, industry and education, has a single designated contact person. With education, the contact person might be the ABE coordinator or an individual specifically hired to supervise the educational needs of a number of industrial sites. Regardless of who is the contact person for the educational institution, his primary task will be one of "selling" educational services. This can be thought of a servicing the needs, both long and short term, of industry and its employees, and this can only be done through collaboration. If it is not possible to have a single contact person for education, the ABE coordinator must then coordinate the contacts with each industrial site so as to reduce confusion.

At the industrial site, the contact person may be the training officer, the personnel officer, or a manager. This person's primary concern will be to gather sufficient data concerning the need for and the availability of appropriate educational programs so that he or his superiors can determine the value of the programs to the industry and its employees.

When first approaching industry with the ABE-in-Industry program, the ABE coordinator must consider the type(s) of course(s) to be offered (e.g. ABE, ESL, GED preparation, high school diploma, etc. . .), and the types of industries and the employees they hire. Large industries with assembly line production will most likely have sufficient numbers of undereducated indivuals to justify on-site classes.

To maximize the returns from the industrial site contacts, one should select industries most likely to have employees needing ABE. Several cost-effective methods exist for doing this. First, contacting the local Chamber of Commerce or Industrial Commission will provide information about which local industries might be best to contact. Second, attending Job Fairs will provide opportunities to talk to various industries' representatives all in one place. Lastly, the ABE coordinator may elect to have industry contact him/her. This can be accomplished through selected "mail-outs" of promotional material. A mail-out of a short questionnaire can serve the purpose of advertising an ABE program as well as assessing industry's needs (see NEEDS ASSESS-

MENT, CHAPTER THREE for a further discussion). A drawback to this mail-out is that it, because of its nature, cannot supply as much program information as an actual contact and, as a result, may not succeed in "selling" the need for such programming.

Selling ABE to Industry

According to Webster (1973), selling involves persuasion. In selling ABE to industry, the ABE administrator must define the services provided by the ABE program and explain the usefulness of these services to the industry. However, selling ABE to industry will also involve the art of persuasion, that is, the ABE administrator will have to convince the industry representative that the services rendered by the ABE program are those which the industry needs in order that its employees may become more self-reliant and productive.

Before approaching an industry, the ABE administrator should take stock, or inventory, those services of the ABE program which are to be "sold". These services may include classes in ABE, GED, Adult Performance Level (APL), ESL, Citizenship and Competency Based High School Diploma (CBHSD). Although adult educators are familiar with each of these ABE program components, the ABE administrator should specify in the inventory for whom each of these components is designed. During this "taking stock" phase of selling ABE to industry, the ABE program administrator should delineate the benefits for the individual employees (fulfillment of personal goals, job advancement, pay raise and increased self-esteem) as well as those for the industry (increased productivity, improved product quality, improved safety record and decreased employee turnover).

Armed with this specific information, the ABE administrator may design an advertising campaign which will stress the services provided by the ABE program and their benefit to the industry. Program costs, flexibility and the cooperative nature of the endeavor may also be included in radio, television and newspaper advertisements. In addition, the ABE administrator may make presentations before civic organizations, the Chamber of Commerce and professional organizations. While these presentations may not yield immediate results, they do serve to bring the ABE administrator in contact with business people who may be aware of a specific industry which does require the services provided by the ABE program.

Another avenue that the ABE administrator may pursue is that of the personal contact. The ABE administrator will first have to determine which industries may have a large enough undereducated labor pool to support a cooperative program. The ABE administrator may decide to contact industries with low entry level job requirements, large employee turnover or a large non-English speaking employee population. Once the industries to be contacted have been specified, the ABE program administrator must determine whom to approach within each industry: the chief executive officer, the personnel manager or the training director. The ABE program administrator should call for an appointment or send a letter which presents an overview of the ABE program and follow-up the letter with a call for an appointment. At this time the ABE program administrator may mention the benefits for the individual employee and the industry as well as for the ABE program itself.

The ABE administrator must prepare for the initial contact by becoming familiar with the industry--its products and processes--and its personnel. The ABE administrator should be aware initially of the industry's possible needs so that in addition to presenting an explanation of the ABE program, the ABE administrator may address these needs and indicate how the ABE program can assist the industry. The ABE administrator should be prepared to answer questions posed by the industry representative and should be able to specify how the particular curriculum may be customized to meet the industry's needs. Before closing the initial meeting, the ABE administrator should be able to determine the interest of the industry representative to pursue this matter, (see POINTS FOR SUCCESSFUL SELLING and A USEFUL TECHNIQUE FOR A DIFFICULT SITUATION).

Establishing an ABE-in-Industry Program

Step 1. Learn About Industry

In preparing to contact an industry the ABE representative should learn as much as possible about the industry's organizational structure, product(s) and personnel. At this point the ABE representative should prepare a brief presentation outlining the major points and benefits of the ABE program.

Step 2. Industry's ABE Needs

During the initial contact, in addition to pointing out the benefits to industry of a cooperative ABE program, the ABE Co-op representative may pose the following questions.

1. What basic skills do the employees lack?
2. How many employees lack these skills?
3. How many of these employees would enroll in an ABE (ABE, GED, ESL) class?

Step 3. Needs Assessment

If these questions have not been answered satisfactorily, the ABE representative may suggest that a needs assessment be conducted. At the conclusion of the initial contact, the ABE representative should leave a handout or brochure of the advantages of a cooperative ABE-in-Industry program.

Step 4. Thank You Note

After the initial contact has been made, the ABE representative should send a thank-you note to the industry representative (see Sample Letter 1). This letter should reiterate the benefits to industry of a cooperative ABE program, mention the necessity of answering the three questions posed above and focus attention on the services provided by the ABE program. A sample questionnaire for conducting a needs assessment may be included with this letter.

Step 5. Follow-up Letter

If the cooperative ABE program is rejected, the ABE representative should send a second thank-you letter (see Sample Letter 2) and then send a follow-up letter (see Sample Letter 3) six months later to ascertain changes, if any.

Step 6. Responsible Agents

Based on current information, as from a needs assessment, a decision to establish a cooperative ABE-in-Industry program may be made. When this decision has been reached, both the industry and the ABE program should name a responsible agent to coordinate the efforts of their respective organizations. For industry this person may be the training director or the personnel manager; for the ABE program this person may be the ABE director, the Adult Education supervisor or the Adult Education Head Teacher.

Step 7. ABE-in-Industry Administrator

If the decision has been made to establish a cooperative program, the industry and the ABE program should decide then on who will administer, or oversee, the cooperative program on a daily basis--the ABE director, the personnel manager or both jointly. In most cases, it is usually the ABE director who undertakes this responsibility.

Step 8. ABE-in-Industry Issues

When the industry and the ABE program begin negotiations toward establishing a cooperative ABE-in-Industry program, topics to be discussed are:

1. Funding. Who will pay the teacher's salary--industry or the ABE program?
2. Curriculum and class materials. If the class to be taught will be a GED class, the curriculum is not likely to be modified. If the class to be taught will be an ABE or ESL class, the industry representative may wish to see the materials to be used in the class(es) and may contribute

additional materials such as industrial forms and information (see CURRICULUM MODIFICATION, CHAPTER FIVE).

3. Program duration. The number of interested potential students should indicate the duration of the proposed class(es), and thus, target dates may be set for starting and ending the class(es). Some industries may not be large enough to support an ABE-in-Industry program throughout the year. Therefore, a program may be designed for a specific period of time (two, four, six months, etc.) to meet the industry's present needs. Once the initial program has been completed, a second agreement may be reached to schedule another program six months to a year or two later as the industry senses a need. Alternatively, during the initial agreement the ABE program and the industry representatives may decide to operate an ABE-in-Industry program on an alternating on-off schedule for a designated period of time, for example, six months on, six months off and six months on. It is important to discuss at this time, however, the conditions that would lead to early cessation of each class which is to be taught. These conditions may be:
    a. Low enrollment--that is, enrollment which is below the required average daily attendance to be cost effective~~students~~.
    b. Accomplishment of individual objectives, particularly in the ABE and ESL classes.
    c. Prompt completion of the GED by those enrolled.
4. Industry's commitment. In many instances the industry may be willing to provide time-off and compensation for its employees, reimburse employees for the GED/CBHSD test fees, pay for the teacher's salary, provide nursery care for the employees' children, and/or provide space and equipment for a classroom. Obviously, not every industry will be able or willing to provide all of these services, but ascertaining those, if any, the industry is willing to contribute is crucial to the establishment of a cooperative ABE-in-Industry program and will serve further as a measure of the industry's commitment toward the joint venture.
5. ABE's commitment. Usually, it is the ABE program which recruits and pays the teacher(s), provides the class curriculum and materials and supervises the teacher(s) while providing expertise on matters relating to the cooperative ABE class(es).

6. Class schedule and location. If the class is to be taught at the industrial plant site, then scheduling the class(es) becomes vitally important. The class(es) may be scheduled to run two hours twice a week starting an hour or two hours before a work shift change. The employees then may be allowed one or two hours off work for each class session they attend. The employer may also want an accelerated class which meets more than four hours per week.
7. Communication. The responsible agents for the industry and the ABE program should discuss means of maintaining channels of communication. While daily communications will probably not be necessary, the person named to administer the program will need to keep the other parties informed of the cooperative ABE-in-Industry program's progress. Problems with attendance or student morale will need to be reported to the industry's agent while items concerning the curriculum, materials or teacher will need to be reported to the ABE's agent. A brief monthly report to the responsible parties from the program's administrator may be sufficient to keep them abreast of the program's status (see SAMPLE MONTHLY REPORT) while perhaps a weekly phone conversation between the program's administrator and the other responsible agents can serve to bring everyone up to date on the program's happenings.
8. Goal setting. Before the class is begun, the ABE administrator and other interested parties should meet to set the program's goals. While upgrading the basic skills of the industry's employees may be the initial goal, other goals may be set which may be used later in measuring the cooperative ABE-in-industry program's success. To accomplish this end, the program goals should be stated clearly and explicitly and should be related to the goals and objectives of the industry (see SETTING PROGRAM GOALS).
9. Advisory committee. The formation of an advisory committee to aid in goal setting and coordination of activities may be desirable. The committee may be composed of individuals from each of the interested or affected groups representing each organization. For instance, supervisors, managers and student/employees may represent the interest of the industry while the ABE director and teachers may represent the ABE program. Where there are employee organizations (unions), a representative from such a group should be included in the committee.

> Committee members should be given specific tasks to perform and should have access to resources or contacts so that their recommendations can come to fruition. As Moore and his colleagues (1975) have written, if all the groups which interact with the potential participant are aware of the program and have a chance to input ideas the greater the likelihood will be that the client will look upon the program favorably.

Examples of cooperative agreements and a checklist for the progression of activities are included at the end of this chapter.

POINTS FOR SUCCESSFUL SELLING

Note: The following points were gleaned from research in numerous professional journals, papers, and books and are a synthesis of the longer sources.

1. Successful sales do not happen--they are planned from beginning to end.
2. A successful salesman assumes and retains the initiative and control throughout the sales interview.
3. Positive points must be emphasized.
4. Select words that are clear and have good connotations.
5. A successful sales interview must lead the prospect through fine mental stages--attention, interest, desire, conviction, action.
6. To create an atmosphere for acceptance, a salesman must:
    Have a friendly attitude
    Show courtesy
    Be prompt
    Show interest or concern
    Listen--pay attention
    Reflect prior planning
7. Nothing you do ever happens by chance, but happens because of human engineering. The following will inevitably lead to success:
    Sufficient talents
    Sufficient knowledge
    Sufficient expertise
    Sufficient sophistication
    Sufficient sensitivity
8. Customers are striving, seeking, acquisitive individuals. They are always doing something to satisfy their needs. There are six aspects about customer behavior that the salesman should therefore bear in mind:
    a. It is always caused and never random.
    b. It is always goal-directed, even when its objective seems obscure.
    c. It is always tension-reducing in the short run, even when it may create greater difficulty over the long term.
    d. It always seeks either to increase need satisfaction or to avoid decreasing it.
    e. It is never the result of only one drive or need.
    f. It always appears perfectly reasonable to the customer at the time.

9. Maslow's hierarchy of needs suggests seven applications by a salesman with a customer:
    a. A salesman can motivate a customer only by appealing to the pattern of his needs that is currently dominant.
    b. A customer will usually want a balanced satisfaction of all his needs rather than the maximum satisfaction of any single need.
    c. Once a customer's need is satisfied, it will no longer motivate him.
    d. Customer behavior is generally multimotivated.
    e. The lower the level of a customer need, the easier it is to meet.
    f. Most customers tend to emphasize the satisfaction of their higher-level needs.
    g. Customers are insatiable so far as their need satisfaction is concerned. This is why customers ask, "What have you done for me lately?"

A USEFUL TECHNIQUE FOR A DIFFICULT SITUATION

This six-step selling process reflects material from many sources. The entire process may be useful in some situations while other situations may require only one step or a combination of some steps. The sequencing might also be rearranged. The process presented or the individual steps do not represent the way, but rather possibilities which are flexible enough to be adjusted to the particular situation. A random sampling of employers indicates that a low-key, problem-solving approach based upon pertinent facts is the most acceptable form of contact.

1. **Prospecting:** With this technique the salesman "looks around" for a prospect who has the need and ability to accept "the product." The prospecting salesman must have enthusiasm and self-confidence.

   Be selective in prospecting. A list of prospects should be examined and classified on the basis of information available. Priority should be given to the prospects and contacts made in order of priority. The list may result from a survey of community resources, labor market analysis and community relations development. Many valuable prospects may also come from other prospects and friends.

2. **The Preapproach:** The salesman gathers all possible data and develops a plan to follow for a presentation. This is actually the first of five states of the sales interview (preapproach, approach, discussion, handling objections, close).

   All possible information that has a bearing on how the prospect may react should be considered. The prospect's acceptance motives can then be more readily understood.

   Information sources for preapproach include: employment office information, chamber of commerce, various types of directories, Moody's Industrials, service and civic clubs and associations, Dun and Bradstreet, news media, financial institutions.

3. **The Approach:** The approach actually opens the sales interview and leads into the discussion. Whether the approach is made by personal call, telephone or letter, a positive attitude must be reflected by the salesman. Questions to arouse curiosity may be useful. "Gimmicks" can serve a purpose at times, but are quite often dangerous. Four suggestions should be noted: (1) Never apologize for taking the prospect's time, (2) Use a positive manner, (3) Be professional, and (4) Try to remove tension and create a relaxed atmosphere.

4. **The Discussion:** The discussion is the heart of the sales interview. This technique must identify for the prospect that a need or situation (problem) exists that can be met or improved and that the services offered meet or improve the need. A good discussion will include: Clarity, completeness, confidence.

The following points are beneficial:

Converse in a friendly tone.
Stay on the subject to conserve time.
Listen well.
Leave on a friendly note so that you may return if a repetitive discussion could be useful.

5. **Handling Objections:** Welcome objections as an indication that the prospect is thinking. Whether the objections are reasonable or unreasonable, the prospect has some tension in his mind which will remain as long as the objection remains. The tension allows the prospect only to defend the objections and precludes his listening.

Objections should be considered a request for more information rather than a refusal. A closure cannot occur until the objections are satisfied. However objections are handled, the salesman must not become argumentative or belligerent.

The most effective means of handling an objection is for the salesman to anticipate the objection and bring it up. He should obviously not raise every objection he can think of but rather should list the most likely objections and have ready answers.

Before beginning to answer an objection brought out by the prospect, remember to:

Listen carefully to understand the objection.
Show interest in the objection.
Receive the objection with respect rather than boredom.
Weigh the answer carefully.
Ask tactfully, sincerely and completely.
Use facts and logic in the answers.

Some useful methods of handling objections include:

1. The "yes, but" technique which leads into a slow turn. The objection is acknowledged but met with more information.
2. The "why" technique which seeks clarification of the issue. In restating the objection the prospect may find his own solution but he certainly will indicate the need for more information.

3. The direct of indirect denial technique must be used with care and tact to avoid antagonizing the prospect.
4. The "boomerang" method changes an objection into a reason for acceptance.
5. The compensation method admits the validity of the objection but presents a compensating point to offset it.

Some objections are valid and unaswerable--no money or no need. Other objections are really stalls or excuses. If a salesman senses this, he may suggest another appointment in the future when conditions may be more favorable.

6. **The Close:** A close should be the natural conclusion to the interview. Useful closing methods include:

Noting continuing agreement on the part of the prospect.
Summarizing strong points brought out in the interview.
Narrowing the choice for the prospect.
Offering an inducement to accept.
Using the minor-point plan--minor decisions lead to major decision.

Remember you want to close! You don't need to go through every objection before you close. The process is cyclic:

Discussion --------→close --------→objection ---

A number of trial closes during the discussion phase will allow you to determine the feelings and thinking of the prospect.

ACC Austin Community College
P.O. Box 2285
Austin, Texas 78768
512 495-7000

SAMPLE LETTER 1

September 1, 1982

Mr. David Meyer
Personnel Manager
Andersen Products, Inc.
9011 Madison Road
Austin, TX 78731

Dear Mr. Meyer:

Thank you for meeting with me to discuss our Adult Basic Education (ABE) Program. As I informed you, to establish an ABE program within the confines of your company, the minimum requirement of an average daily attendance of seven students for each class must be maintained. Therefore, it would be a good idea to establish specifically beforehand how many of your employees would enroll in each of the proposed GED and ESL classes. I have enclosed a brief questionnaire which you might be able to use in identifying those employees wishing to enroll in each class.

I believe that you will find that enrollment of your employees in ABE classes may result in several benefits for your company:

1. Improved employee communications
2. Decrease in employee turnover
3. Improved employee safety records

These benefits may be translated eventually into increased productivity.

Of course, you are welcome to visit our facility at your convenience to meet our staff and see the materials which would be used in the proposed classes. Should you require further information, feel free to call me at 476-6381. I look forward to hearing from you concerning the establishment of ABE classes at Andersen Products.

Sincerely,

Coordinator
Adult Basic Education

BC/sc

Enclosure

EMPLOYEE QUESTIONNAIRE

Austin Community College is considering offering the following classes. If you feel that your skills need improvement and that you would like to take the class, please check.

__________ Yes, I would like to attend.	E.S.L.--English-As-A-Second-Language. This class is for people who speak a language other than English and want to speak English better. This course will cover conversation, reading and writing.
__________ Yes, I would like to attend.	A.B.E.--Adult Basic Education. This class is for people who feel that their abilities to read, write and perform arithmetic are so poor as to cause difficulty in everyday situations.
__________ Yes, I would like to attend.	G.E.D. Preparation--This class is for people who feel that they need some help preparing for the General Education Development (G.E.D.) Tests.
__________ Yes, I would like to attend.	High School Diploma--These classes are for people wishing to work for a High School Diploma to be awarded by L.B.J. High School after demonstrating competency in 42 Life Skill Objectives.

If you have "checked" a class that you wish to attend, please show the time(s) you are able to come to class and show which shift you work.

_______ I would like to attend before work.

_______ I would like to attend during work hours only.

_______ I would like to attend after work.

I work the ____ shift.

(Day, Swing, Midnight, etc.)

ACC Austin Community College
P.O. Box 2285
Austin, Texas 78768
512 495-7000

SAMPLE LETTER 2

September 1, 1982

Mr. David Meyer
Personnel Manager
Andersen Products, Inc.
9011 Madison Road
Austin, TX 78731

Dear Mr. Meyer:

Thank you for meeting with me to discuss ~~your~~ our Adult Basic Education program. Since the search of your personnel records of assembly line employees indicated that only a few of these employees lack a high school diploma, establishing a G.E.D. class at Andersen Products does not seem feasible presently.

I have enclosed a brief questionnaire which you may wish to use at a later date to determine more precisely the number of employees who lack basic reading, writing, speaking or mathematical skills. If at least fifteen of your employees indicate an interest in enrolling in one particular class, then perhaps we can meet to discuss establishing such a class.

For the moment, however, you may refer the employees, whom you have identified already, to any of our evening G.E.D. classes which are listed in the handout which I have enclosed also.

Should you require further information, feel free to call me at 476-6381. Thank you very much.

Sincerely,

Coordinator
Adult Basic Education

BC/sc

Enclosure

EMPLOYEE QUESTIONNAIRE

Austin Community College is considering offering the following classes. If you feel that your skills need improvement and that you would like to take the class, please check.

________ Yes, I would like to attend.	E.S.L.--English-As-A-Second-Language. This class is for people who speak a language other than English and want to speak English better. This course will cover conversation, reading and writing.
________ Yes, I would like to attend.	A.B.E.--Adult Basic Education. This class is for people who feel that their abilities to read, write and perform arithmetic are so poor as to cause difficulty in everyday situations.
________ Yes, I would like to attend.	G.E.D. Preparation--This class is for people who feel that they need some help preparing for the General Education Development (G.E.D.) Tests.
________ Yes, I would like to attend.	High School Diploma--These classes are for people wishing to work for a High School Diploma to be awarded by L.B.J. High School after demonstrating competency in 42 Life Skill Objectives.

If you have "checked" a class that you wish to attend, please show the time(s) you are able to come to class and show which shift you work.

_______ I would like to attend before work.

_______ I would like to attend during work hours only.

_______ I would like to attend after work.

I work the ____________________________________ shift.

(Day, Swing, Midnight, etc.)

TRAVIS COUNTY COOPERATIVE
ADULT BASIC EDUCATION
AUSTIN COMMUNITY COLLEGE

Basic Education GED and English-As-A-Second Language classes available free to the public. Year around program. Register anytime. For information call 476-6381, ext. 344, 345, or 343. For Fifth Street Center call 472-0838. February, 1983

North Austin

Reagan High School 7105 Berkman Drive Room 412 and 213 453-5998		William Jaap Maureen Meko ABE/GED	Mon. - Thurs. 6:00 - 9:00 pm
		Diana H. Garcia ESL	Mon & Wed. 6:00 - 9:00 pm
Cook Community School 1511 Cripple Creek 837-3415		John Harnsberry ABE/GED	Tue. & Thurs. 6:30 - 9:30 pm
Pflugerville Com. Center Pflugerville, Texas 251-4168		John Harnsberry ABE/GED	Mon & Wed. 6:30 - 9:30 pm
Rosedale Community School 2117 West 49th Street 452-2133		Diana H. Garcia ESL	Tue. & Thurs. 6:00 - 9:00 pm
Koenig Lane Christian Church 908 Old Koenig Lane 454-2519		Kristine Mohajer ESL	Mon. - Thurs. 6:00 - 9:00 pm

Central Austin (East & West)

Ridgeview Campus, ACC 900 Thompson Street, Room 402 476-6381, ext. 344, 345		Liz Barnett ABE/GED/ESL	Mon. - Thurs. 8:00 - 5:00 pm Fri. 8-12 noon
	evening	Chile Petit ABE/GED	Mon. - Thurs. 6:00 - 9:00 pm
Fifth Street Center 304 East 5th Street 472-0838		Otha McClinton ABE/GED/CBHSD/ESL	Mon. - Fri. 8:00 - 5:00 pm
Brooke Community School 3100 East 4th Street 385-4337	ABE/GED	John Carrington Loyal Freeman Harry Caldwell	Mon. & Wed. 6:00 - 9:00 pm
	ESL	Mary Buck-Vance Robin McMillion	Mon. - Thurs. 6:00 - 9:00 pm
Career Development Center 105 West Riverside 476-7601		Lucia Reyes ABE/GED	Mon. - Thurs. 8:00 - 5:00 pm Fri. 8-12 noon
Our Lady of Guadalupe 1206 East 9th Street 478-7955		Angie Alvarez ESL	Mon. & Thurs. 6:00 - 9:00 pm

ACC Austin Community College

P.O. Box 2285
Austin, Texas 78768
512 495-7000

SAMPLE LETTER 3

March 1, 1983

Mr. David Meyer
Personnel Manager
Andersen Products, Inc.
9011 Madison Road
Austin, TX 78731

Dear Mr. Meyer:

When we met initially to discuss the establishment of Adult Basic Education classes (ABE, GED, and English-As-A-Second-Language), we concluded that there was not a sufficient number of potential students among your employees to establish a GED class at Andersen Products. As I told you then, if at least fifteen of your employees indicate an interest in enrolling in a particular class, we may proceed with discussions towards establishing such a class under the auspices of Andersen Products.

Feel free to call me regarding this matter at 476-6381. Thank you very much.

Sincerely,

Coordinator
Adult Basic Education

BC/sc

Enclosure

ACC Austin Community College
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512 495-7000

SAMPLE MONTHLY REPORT

Adult Basic Skills

Monthly Report for Andersen Products, Inc.

As of January 3, 1983 the total cumulative enrollment for the Andersen Products GED class has been 75. The breakdown for the month of December is as follows:

Cumulative Enrollment	75
Monthly Enrollment	20
Monthly Attendance	18
Monthly Absentee	2
Number of students taking GED tests during the month	10
Number of students completing GED during the month	4

SETTING PROGRAM GOALS

Program goals should be worded clearly and succinctly. Program goals which are broad in nature should be avoided.

An industry may decide that the goals of its cooperative ABE program should be:

1. To increase employee loyalty to the company.
2. To increase employee motivation on the job.
3. To increase employee self-confidence.
4. To increase the promotability of its employees.

However, the key terms (loyalty, motivation, self-confidence and promotability) in each of these goals are vague because they lack specificity. The goal statements above may be reworded to read:

1. To decrease the turnover rate of program participants.
2. To decrease tardiness among the program participants.
3. To increase the number of program participants who can follow written instructions (requiring little or no explanation).
4. To increase the number of program participants who can initiate job behaviors (without being given instructions).
5. To decrease the number of program participants who are passed over for promotions (as compared to nonparticipants).

The first goal may be seen to be related to loyalty, while the second, third and fourth may be related to motivation and self-confidence and the fifth to promotability.

ACC Austin Community College
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COOPERATIVE AGREEMENT 1

Andersen Products, Inc. has agreed to establish a cooperative ABE program at its plant site at Austin, Texas, commencing October 5, 1982. The following points will be observed by each party.

1. Andersen Products has named Mr. David Meyer as its responsible agent.
2. The Travis County ABE Co-op has named Mrs. Billie Chambers as its responsible agent.
3. Andersen Products and the ABE Co-op have named Mrs. Chambers as the cooperative program's administrator.
4. The ABE Co-op will provide one part-time instructor and the classroom materials for one GED class. The Co-op will pay the instructor's salary.
5. Andersen Products will pay the wages of its employees who enroll in the GED class for one hour of each class session they attend.
6. Andersen Products will allow its employees who enroll in the GED class one hour off work for each class session they attend.
7. The first class is to be taught October 5, 1982 and the final class is to be taught May 26, 1983, at which time a second agreement will be negotiated.
8. The GED class may be terminated at an earlier date if (1) the average daily attendance falls below seven or (2) all the students complete their work towards the GED prior to May 26, 1983.
9. The GED class will be taught at Meeting Room A at Andersen Products and will meet each Tuesday and Thursday from 3-5 p.m. Class will not be held on November 25 (Thanksgiving), December 21, 23, 28 and 30, 1982 (Christmas Holiday), or March 15 and 17, 1983 (Spring Break).
10. The program administrator will provide Andersen Products with a monthly report outlining the total enrollment, average daily attendance and the number of individuals completing the GED.
11. The initial class enrollment will be 15. As individuals complete their participation in the class Mr. Meyer will recruit additional employees to maintain this enrollment.
12. The students/employees will be responsible for paying all fees relating to the GED.

Signature ____________________ Date ____________

Signature ____________________ Date ____________

ACC Austin Community College

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512 495-7000

COOPERATIVE AGREEMENT 2

Andersen Products, Inc. has agreed to establish a cooperative ABE program with the Travis County Cooperative ABE. The following points will be observed by each organization.

1. Mr. David Meyer, representing Andersen Products, and Mrs. Billie Chambers, representing the ABE Co-op, will administer the program jointly.
2. The ABE Co-op will recruit and supervise one part-time instructor and will provide the classroom materials for one GED class.
3. The first class is to be taught October 5, 1982 and the final class is to be taught May 26, 1983 at which time a second agreement will be negotiated.
4. No time-off or compensation will be provided by Andersen Products for those employees who enroll in the GED class.
5. Andersen Products will pay the instructor's salary and will pay for each test its employees complete successfully.
6. The GED class may be terminated at an earlier date if (1) the average daily attendance falls below seven or (2) all the students complete their work towards the GED prior to May 26, 1983.
7. The GED class will be taught at Meeting Room A at Andersen Products and will meet each Tuesday and Wednesday from 4-6 p.m. Class will not be held on November 24, 1982 (Thanksgiving), December 28 and 29, 1982 (Christmas Holiday), or March 15 and 16, 1983 (Spring Break).
8. The initial class enrollment will be 15. As individuals complete their participation in the class, Mr. Meyer will recruit additional employees to maintain this enrollment.
9. The students/employees who complete successfully their participation in the GED class prior to February 28, 1983 will be eligible to participate in Austin Community College's graduation ceremony to be held in May, 1983. Andersen Products will pay any and all fees relating to this ceremony for all of its employees who qualify.

Signature ____________________ Date ____________

Signature ____________________ Date ____________

CHECKLIST FOR THE PROGRESSION OF ACTIVITIES
INDUSTRY AND ABE AGREEMENT DEVELOPMENT

I. The initial contact is made by: A. ABE B. Industry

If the initial contact has been made by ABE, the progression of activities would follow that of subheading A; if industry has made the initial contact, the progression of activities would follow that of subheading B.

A. ABE

Yes No

______ ______ 1. ABE representative mentions benefits to industry.

______ ______ 2. ABE representative suggests that a needs assessment be conducted.

______ ______ 3. ABE representative sends a thank you letter.

______ ______ 4. Industry conducts a needs assessment.

B. Industry

Yes No

______ ______ 1. ABE representative asks if a needs assessment has been conducted.

______ ______ a. If yes, the ABE representative thanks the industry representative for the contact.

______ ______ b. If no, the ABE representative suggests to industry that a needs assessment be conducted.

______ ______ (1) Industry conducts a needs assessment.

II. Results of the Needs Assessment Indicate:

A. The Type of Class(es) to be Conducted

_____ 1. GED

_____ 2. ABE

_____ 3. ESL

B. The Number of Classes to be Taught

_____ 1. GED

_____ 2. ABE

_____ 3. ESL

III. A decision is made to: A. Establish a cooperative program
B. Not establish a cooperative program

If the decision has been made to establish a cooperative program, the progression of activities would follow subheading A; if the decision has been made not to establish a cooperative program, the progression of activities would follow subheading B.

A. Establish a Cooperative Program

______________ Name	1. Name responsible agents for each organization.
______________ Name	
______________ Name	2. Name administrator(s) for the cooperative program.
______________ Name	
______________ Organization	3. Decide who will pay the teacher's salary.
______________ Date	4. Agree on curriculum and materials.
______________ Dates	5. Set program operating dates.
______________ Days and Time	6. Set class schedule.
______________ Location	7. Agree on class location.
______________	8. Specify industry's commitment. (See sample Cooperative Agreements 1 and 2).
______________	9. Specify ABE's commitment. (See sample Cooperative Agreements 1 and 2).
______________ Specify	10. Discuss channels of communication.
______________ list ______________ ______________ ______________	11. Discuss goal setting.
______________ Name	12. Discuss formation of an advisory committee. Name possible members.
______________ Name	
______________ Name	

B. Do Not Establish a Cooperative Program

______ 1. Send a thank you letter.
Date

______ 2. Send a follow-up letter after six months.
Date

______ 3. Begin at the top of the progression again.

THREE: NEEDS ASSESSMENT

Assessing the Needs

Before a cooperative ABE program can be established within industry there must be a recognized need for such a program. During periods of economic prosperity, business and industry are not likely to become aware immediately of their needs to upgrade employee basic skills. Further, with a large force available during times of high unemployment, industry can afford to employ only those individuals who already possess basic skills. Thus, a cooperative ABE program may be a low priority item during the best and worst of times.

In their survey of cooperative programs between industry and educational institutions, Banta and Douglas (1969) noted that primary factors leading the educational institutions to initiate such programs were the need (1) to reduce the school dropout rate, (2) to make vocational training more realistic and (3) to find solutions to alleviate the "urban crisis." In those instances where the company instituted an employee upgrading program, industry was motivated by the desire (1) to tap a new source of manpower and (2) to enhance their present employees' opportunities for advancement.

In planning a cooperative industry and ABE program, one should inevitably ask, "what are the general educational needs of the undereducated industrial employee?" Additionally one may ask how industry can profit through employee participation in ABE classes. To answer these questions a "needs assessment" may be conducted. Here, a "needs assessment" is defined as a research and planning activity designed to provide information which will document the need for a specific educational program.

Regardless of which organization (the industry or the ABE program) makes the initial contact, both organizations will need to know specifically:

1. What basic skills are the employees lacking?
2. How many employees are lacking these skills?
3. How many of these employees would participate in an ABE class?

During the initial contact, the industry representative may have some indication as to the answers of these questions. If such is not the case, the ABE representative may suggest that obtaining answers to these questions may be a good starting point toward establishing a cooperative ABE program.

Pursuing these answers comes under the heading of conducting a "needs assessment" as previously mentioned. In many instances the industry representative may search the personnel records and simply count the number of employees who lack a high school diploma. In other cases a head count may be taken of those employees wishing to participate in an ABE class. These methods constitute informal needs assessments. More formal and comprehensive methods may be undertaken through the development and dissemination of questionnaires which are to be completed by the employees, their supervisors or industry managers.

The needs assessment may serve the additional purpose of assessing the attitude of employees and supervisors towards the cooperative ABE program. Thus, before undertaking a needs assessment, the responsible parties must determine their purpose, for the purpose will affect the questions that are asked, the potential recipients of the needs assessment and how the information is to be used.

Points to be Considered

In conducting a needs assessment the responsible parties must:

1. Determine the purpose of the needs assessment. Is the needs assessment to be used primarily to establish the need for a particular educational program or is it to be used also to gauge the employees' attitudes toward the program?
2. Determine who the audience will be, that is, who will respond to the needs assessment. Will a managerial planning group, an employee organization, or a supervisory committee participate in the needs assessment or will it be directed solely at targeted employees or at their supervisors?
3. Determine how the information is to be used. Will the information gained from a needs assessment be used to develop classes, to set objectives for a cooperative ABE program or to help in future evaluations of such a cooperative effort?
4. Determine the questions to be answered. If the needs assessment is to be used simply to develop classes, then a search through the personnel files and a head count of interested employees may suffice in providing information concerning the need and desireability of a cooperative ABE program. If information gained from a needs assessment is to be used to set objectives for a cooperative ABE program or to help in future evaluations, then questionnaires may be developed. If the latter instance is the case, then determining the recipients of the questionnaires becomes important. One or all levels within the organizational structure may be addressed.
5. Keep in mind when constructing a questionnaire to ask those questions employers want answered. Questions should be worded clearly and concisely and as directly as possible.

Sample questionnaires are provided in the following pages. These questionnaires may be modified as needed, or questions may be selected from each to compose a new questionnaire.

EMPLOYEE QUESTIONNAIRE #1

1. Do you have a G.E.D. or a High School Diploma?
   _____Yes _____No (If yes, skip to question #5.)

2. Do you wish to get a G.E.D. or a High School Diploma?
   _____Yes _____No

3. What was the last grade that you attended?
   ____

4. Do you feel that a G.E.D. or a High School Diploma would give you a better chance to get a promotion?
   _____Yes _____No

5. What language do you speak better than English?
   ______________________________ (If none, skip to question #9.)

6. Would you like to take an English language class?
   _____Yes _____No

7. Do you think work would be easier if you could speak English better?
   _____Yes _____No

8. Do you think you could do more things if you could speak English better?
   _____Yes _____No

9. Do you feel that your abilities to read, to write and to perform arithmetic cause you to have difficulties in everyday situations?
   _____Yes _____No

10. Would you like to take a class to improve your skills in reading, writing or arithmetic?
    _____Yes _____No

11. Would you be able to spend time in classes other than during your shift?
    _____Yes _____No

EMPLOYEE QUESTIONNAIRE #2

We are considering offering the following classes. If you feel that your skills need improvement and that you would like to take the class, please check.

________ Yes, I would like to attend.	E.S.L.--English-As-A-Second-Language. This class is for people who speak a language other than English and want to speak English better. This course will cover conversation, reading and writing.
________ Yes, I would like to attend.	A.B.E.--Adult Basic Education. This class is for people who feel that their abilities to read, write and perform arithmetic are so poor as to cause difficulty in everyday situations.
________ Yes, I would like to attend.	G.E.D. Preparation--This class is for people who feel that they need some help preparing for the General Education Development (G.E.D.) Tests.
________ Yes, I would like to attend.	High School Diploma--These classes are for people wishing to work for a High School Diploma to be awarded by L.B.J. High School after demonstrating competency in 42 Life Skill Objectives.

If you have "checked" a class that you wish to attend, please show the time(s) you are able to come to class and show which shift you work.

_______ I would like to attend before work.
_______ I would like to attend during work hours only.
_______ I would like to attend after work.

I work the ____________________________________ shift.
(Day, Swing, Midnight, etc.)

Which site would be more convenient for you to attend class?

_______ Plant site
_______ Learning Center

EMPLOYEE QUESTIONNAIRE #3

Please mark an X over the blank which you believe is the most correct for you.

1. How well do you speak English?
______ very well ______ all right ______ not very well

2. How well do you speak English with your supervisor?
______ very well ______ all right ______ not very well

3. How well do you speak English with your fellow workers?
______ very well ______ all right ______ not very well

4. How well do you write English?
______ very well ______ all right ______ not very well

5. How well do you read English?
______ very well ______ all right ______ not very well

6. Would you take an English-As-A-Second-Language class? This class is for people who speak a language other than English and want to speak English better. This course will cover conversation, reading and writing.
_____Yes _____No

7. If you would like to take an English-As-A-Second-Language class, please mark the blank which shows which time you would like to attend and write which shift you work.

_____ I would like to attend before work.

_____ I would like to attend during work hours.

_____ I would like to attend after work.

I work the ______________________________ shift.
(day, swing, midnight)

8. Which site would be more convenient for you to attend class?

_____ Plant Site

_____ Learning Center

SUPERVISOR QUESTIONNAIRE #1

1. How many people do you directly supervise?
_______________ Number of Employees

2. Are you familiar with the formal educational level of the people that you supervise?
_____ Yes _____Somewhat _____No

3. Of the people that you supervise, how many are you aware of that do not have a high school diploma or G.E.D.?
_______________ Number of Employees

4. Of those people whom you supervise, how many speak another language and only speak limited English?
_______________ Number of Employees

5. Of those people whom you supervise, how many would you say are in need of additional basic academic skills (reading, writing, math) in order to adequately or safely perform their jobs?
_______________ Number of Employees

6. As a supervisor of people, do you think that the lack of a high school diploma or an equivalency certificate has any effect on:
Tardiness/Absenteeism _____Yes _____No
Safety Violations/Accidents _____Yes _____No
Lower Production Rates _____Yes _____No
Need for Disciplinary Action _____Yes _____No
Job Performance/Evaluation _____Yes _____No
Job Adjustment _____Yes _____No
Following Instructions _____Yes _____No

7. Judging from the people whom you supervise, do you think that the inability to speak fluent English has any effect on:
Tardiness/Absenteeism _____Yes _____No
Safety Violations/Accidents _____Yes _____No
Lower Production Rates _____Yes _____No
Need for Disciplinary Action _____Yes _____No
Job Performance/Evaluation _____Yes _____No
Job Adjustment _____Yes _____No
Following Instructions _____Yes _____No

8. Judging from the people whom you supervise, do you think that the need for basic academic skills (reading, writing, math) has any effect on:

Tardiness/Absenteeism _____Yes _____No
Safety Violations/Accidents _____Yes _____No
Lower Production Rates _____Yes _____No
Need for Disciplinary Action _____Yes _____No
Job Performance/Evaluation _____Yes _____No
Job Adjustment _____Yes _____No
Following Instructions _____Yes _____No

9. Do you find that you must spend more supervisory time with employees because they are limited English speakers?

_____Yes _____No _____Does not apply

10. Do you find it more difficult to supervise employees because they are limited English speakers?

_____Yes _____No _____Does not apply

11. Do you feel that your job as a supervisor would be easier and more time efficient if employees were more fluent in English?

_____Yes _____No _____Does not apply

12. Is there a specific vocabulary (trade-related terms) that is necessary in order to perform the work in your area?

_____Yes _____No

13. Do limited English speaking employees generally know the trade-related vocabulary?

_____Yes _____No _____Does not apply

14. In supervising employees who are limited English speakers what would you say causes the most communication problems?

_____Lack of understanding of the trade-related vocabulary
_____Lack of fluency in English
_____I have no communication problems

15. Have you ever terminated an employee because he/she did not speak English well enough?

_____Yes _____No

16. Do you find that it takes longer to train or re-train an employee because he/she is a limited English speaker?

_____Yes _____No _____Does not apply

17. Of those whom you supervise the turnover rate for limited English speaking employees is:
_____greater than other employees.
_____less than other employess.
_____about the same as other employees.

18. As a supervisor of people, do you think that an employee is more likely to be promoted if he/she can communicate effectively in English?
_____Yes _____No _____Does not apply

19. Do you find that you must spend more supervisory time with employees because they are deficient in basic education skills?
_____Yes _____No

20. Of those whom you supervise, the turnover rate for employees who have poor basic education skills is:
_____greater than other employees.
_____less than other employess.
_____about the same as other employees.

21. In your opinion what type of training is most needed by the employees whom you supervise?
_____English language training
_____Adult Basic Education
_____Other, please specify ______________________________

22. Do you feel that earning a G.E.D. or High School Diploma results in better job performance by an employee?
_____Yes _____No

23. As a supervisor of people, do you think that an employee is more likely to be promoted if he/she has a High School Diploma or G.E.D.?
_____Yes _____No

SUPERVISOR QUESTIONNAIRE #2

Please mark an X over the most appropriate blank for each question.

1. Of the people whom you supervise, how many speak another language fluently other than English?

   _____ 0-5   _____ 6-10   _____ 11-15   _____ 16-20   _____ more than 20

2. Of the people whom you supervise, how many have a limited English speaking ability?

   _____ 0-5   _____ 6-10   _____ 11-15   _____ 16-20   _____ more than 20

3. Is there a specific vocabulary (trade-related terms) that is necessary in order to perform the work in your area? Yes_____ No_____

4. Do limited English speaking employees generally know the trade-related vocabulary? Yes_____ No_____

5. Are there any communication problems in your work area with limited English speaking employees? Yes_____ No_____

6. What are the causes of most of the communication problems?

   _____Lack of understanding of the trade-related vocabulary

   _____Lack of fluency in English

   _____Lack of confidence in speaking English

   _____Lack of ability in speaking English

   _____Lack of ability in writing English

   _____Lack of ability in reading English

   _____Does not apply

7. Do you think that the employees with limited English speaking ability whom you supervise would benefit from an English-As-A-Second-Language class? This is for people who speak a language other than English and want to speak English better. The class would cover conversation, reading and writing. Yes_____ No_____

8. When do you think it would be most convenient to hold such a class?

   _____Before work   _____During work   _____After work

NEEDS ASSESSMENT CHECKLIST

During the initial discussions to establish a cooperative ABE program, the ABE representative may discuss with the industry agent the relevant points concerning the needs assessment. These points are provided here as questions whose answers may be checked off as they are addressed.

1. What is the purpose of the needs assessment?
    ____ a. to establish the need for a cooperative ABE program
    ____ b. to establish the attitude toward a cooperative ABE program
    ____ c. to establish the desireability of a cooperative ABE program
    ____ d. other purpose
2. How is the information from a needs assessment to be used?
    ____ a. to develop ABE classes
    ____ b. to set objectives for a cooperative ABE program
    ____ c. to evaluate a cooperative ABE program
    ____ d. other use
3. Who is to be the audience?
    ____ a. managerial planning groups
    ____ b. supervisory groups
    ____ c. employee organizations
    ____ d. employee representatives
    ____ e. individual employees
    ____ f. individual supervisors
    ____ g. individual managers
4. What are the questions to be addressed?
    ____ a. What basic skills do the employees lack?
    ____ b. How many employees lack these skills?
    ____ c. How many of these employees would participate in ABE classes?
    ____ d. Which employees lack these skills?
    ____ e. Will supervisors and managers support a cooperative ABE program?
    ____ f. Should a cooperative ABE program be used as an incentive for promotability?
    ____ g. Should such a program be offered solely as an educational opportunity for employees?

FOUR: RECRUIT AND TRAIN STAFF[1]

Selecting the ABE Instructor

Since the instructor will influence greatly the success of the ABE-in-Industry program, the selection and training of this person is important. While it is beyond the scope of this handbook to describe in detail the qualities to be preferred in an instructor for a cooperative ABE-in-Industry program, there are specific elements of the selection process which can be addressed.

Although most ABE programs do not require teaching certificates, they usually opt to hire a person with a college degree who, in addition, possesses some experience in teaching adults. Once a slate of candidates has met the ABE program's minimum academic and experience qualifications, the selection process may focus on the applicants' personality characteristics such as sense of humor, friendliness, assertiveness, respectfulness. . . .

Participants of a work incentive program, which included ABE and ESL instruction, listed six important teacher qualities (Perez, 1970). They preferred a teacher who (1) explained things clearly (2) enjoyed his/her job (3) knew the subject matter well (4) motivated and encouraged each student (5) had patience and (6) was fair and honest.

In addition to these qualities, the ABE-in-Industry instructor must have the ability to cope with problems not confronted in the typical classroom setting. The teachers of the work incentive program mentioned previously reported difficulty in dealing with people of varied abilities and experiences in one class, maintaining motivation and developing self-confidence and self-dependence among the students, making instruction relevant and gearing it to the vocational goals of the students and coping with problems presented by students with irregular attendance (Perez, 1970). That new students entered the classes at various stages of training and that they lacked clear goals presented the instructors with further problems. (Perez, 1970).

Interestingly, these problems are similar to those reported by the ABE instructors of a multi-occupational vocational training program (Review of Stanislaus County Multi-Occupational Training Project, 1965). Looking at these problems in terms of the abilities to be considered in selecting an ABE-in-Industry instructor, it is clear that the instructor must have an ability to (1) aid program participants in setting individual goals (2) modify instructional materials (3) individualize instruction and (4) guide and motivate participants.

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[1] "Staff" refers here to the teaching staff of the cooperative ABE-in-Industry program.

The type of instructor(s) (ABE, GED, ESL) to be hired will be determined by the outcomes of the needs assessment (see NEEDS ASSESSMENT) which will indicate the number and type of classes (ABE, GED or ESL) to be conducted. While the industry usually will conduct the needs assessment, the responsibility for recruiting and selecting the instructor will lie with the ABE program. After the two organizations have reached an agreement concerning the stipulations of their cooperative effort, the ABE program should recruit qualified instructors who may be selected from among the ABE's existing staff from the industry itself or the community at large.

Although the ABE program is responsible for hiring the ABE-in-Industry instructor, input from the industry should be sought. The interviews may be conducted by a committee composed of the ABE program coordinator, the person named by the industry to be its responsible agent and by a third impartial person agreed upon by the two organizations. The selection committee, with the ABE program director as chairperson, may follow these steps during the interviews:

a. Brief the applicant on the ABE-in-Industry program, that is, the name and primary product or function of the industry, type of class to be taught, the number of potential students, the location and schedule of the proposed class and the purpose of the cooperative ABE and industry program.

b. Probe the applicant concerning his/her academic qualifications, past experience and professional goals. An applicant may meet the minimum job requirements but lack experience, or conversely, fail to meet the minimum requirements but have plenty of experience. Thus, a discussion of the applicant's aspirations may give the interviewers insight as to how well the applicant will fit into the ABE-in-Industry program.

c. Allow the applicant to ask questions concerning the ABE-in-Industry program. The applicant's questions may shed additional insight as to his/her personality.

d. When all the interviews have been completed, the top three to five candidates should be discussed among the committee members. At this point in the selection process, the opinion of the responsible agent for the industry is important. If the committee members cannot reach an agreement, the leading contenders for the position may be asked to interview a second time. This callback procedure may serve as an additional deselecting process since one or another of the candidates may decide to drop out of the running.

Training the ABE Instructor

Before the ABE-in-Industry instructor conducts his/her first class, the ABE program director should determine what type of pre-service training the instructor will require. Pre-service training may vary from one ABE program to another since the guidelines for such training is governed generally by the ABE program's primary sponsor.

If the person who is selected to be the ABE-in-Industry instructor has no teaching experience in adult education, then pre-service training must incorporate both ABE pre-service training, as required by the state education office, and an orientation of the instructor to the cooperating organization. The ABE pre-service training will be conducted usually by the ABE supervisor and will serve to familiarize the new instructor with the record keeping procedures of the ABE program and the curriculum materials to be used. In addition to this training, the ABE instructor may participate throughout the year, as required by the state office of education, in several hours of in-service training related to his/her subject content area.

If, however, the selected individual has taught in adult education then pre-service training can center on orienting the person to the cooperating organization. Because of the cooperative nature of the ABE-in-Industry program, both the ABE program director and the responsible agent for the industry may conduct the pre-service orientation jointly. Several points should be stressed during this orientation.

1. Line of Authority. The ABE-in-Industry instructor should be given the names of the program administrator, of the responsible parties from the industry and of the person to whom the instructor is directly responsible. In some cases the ABE coordinator may be the cooperative program's administrator as well as the instructor's immediate supervisor; in other cases the ABE coordinator may only communicate with the instructor indirectly through the ABE supervisor while still maintaining ultimate responsibility for the instructional aspects of the ABE-in-Industry program (see SAMPLE DIAGRAMS OF LINES OF AUTHORITY). Should the ABE-in-Industry program have a complicated line-of-authority, providing a diagram of the network to all individuals who are involved in the program will be helpful.
2. Purpose of the ABE-in-Industry Program. The orientation session should include a brief history, or background, on the ABE-in-Industry program, focusing on the results of the needs assessment and on the objectives of the program. The goals (see SETTING PROGRAM GOALS, CHAPTER TWO) and motivating factors behind the ABE-in-Industry program will provide informa

tion as to the social climate of the two organizations and may indicate the type of communication channels within the industry that the instructor should anticipate.

3. Duties of the Instructor. The instructor(s) will be responsible for the conduct of the ABE-in-Industry class(es) and for maintaining appropriate records. If the industry requires particular information, the type and format of this information should be specified to the instructor during the orientation to the industry session. Instead of a written report, the industry personnel may prefer a briefing session with its supervisors and managers. Although this information should be relayed to them via ABE-in-Industry administrator, the instructor's record-keeping procedures will be affected (see SAMPLE OF INSTRUCTOR'S DUTIES). Industry personnel may require that the ABE-Industry instructor develop lesson plans as a check on curriculum modifications before which they may have requested. If so, the industry personnel should specify their requirement during the orientation session.

Before commencing a class the instructor should be oriented to the particular industry and not solely to the cooperative program. This orientation should include a knowledge of the goals, objectives and products of the industry as well as an understanding of its procedures and tasks. Most of this information may be gleaned from materials, handouts and brochures about the industry and the instructor should read and review this literature before making an on-site visit.

Whenever possible the instructor should visit the industrial site for the express purpose of getting a feel for the organization. While meeting top and middle management personnel will provide the instructor with a sense of management's perspective on education and its concern for individual growth, meeting first line supervisors will allow the instructor to become aware of the personal philosophy of those who come into direct contact with prospective students. Through these meetings the instructor may gain an understanding of the social climate within the industry, and therefore, an awareness of the possible attitude of the employees who enroll in the ABE-in-Industry program.

In addition to providing the instructor with opportunities to develop personal contacts at various levels of the organization, a tour of the industrial site will allow the instructor to note shop jargon and personnel policies as well as the reading and writing requirements of various tasks (for further information on the latter topic, see CURRICULUM MODIFICATION, CHAPTER FIVE). In some instances, the instructor may learn this information by attending the industry's orientation for new employees.

Armed with this knowledge, the instructor will be better prepared to incorporate into the ABE-in-Industry curriculum specific trade-related terms, mathematical computations, safety procedures and company policies.

SAMPLE JOB DESCRIPTION

AUSTIN COMMUNITY COLLEGE
205 East Fifth Street
Austin, Texas 78701

POSITION NOTICE

DATE:	September 3, 1982
POSITION:	GED INSTRUCTOR
SALARY:	$10.00 per hour (10 hours per week)
HOURS:	4:00-6:00 pm, Tues. and Thurs./5:00-8:00 pm, Mon. and Wed.
CAMPUS:	Andersen Products, Inc. and A.B. Mills Company
REQUIREMENTS:	
Education:	Bachelor's degree in education or a related field. PREFERRED: Work beyond the Bachelor's degree.
Experience:	Two years teaching in public schools and/or Adult Basic Education program. PREFERRED: Three or more years of the above.
Skills:	Must have an ability to work with a number of adults of varied reading and mathematical competency levels. Must have excellent communication skills and deal with nonskilled as well as managerial level employees of two different industries.
JOB DESCRIPTION:	Must be able to conduct individualized GED instruction as well as to teach adult nonreaders during the same class session. Must keep accurate records and submit written reports and serve as a liaison between the participants of an ABE-in-Industry program and the responsible agents for the industries and the ABE program. Must be able to work late afternoons and to travel to industrial plant sites.

Applications for this position are being accepted until 9/17/82. Position is to begin on or about 10/5/82. If you are interested in applying for this position, please contact:

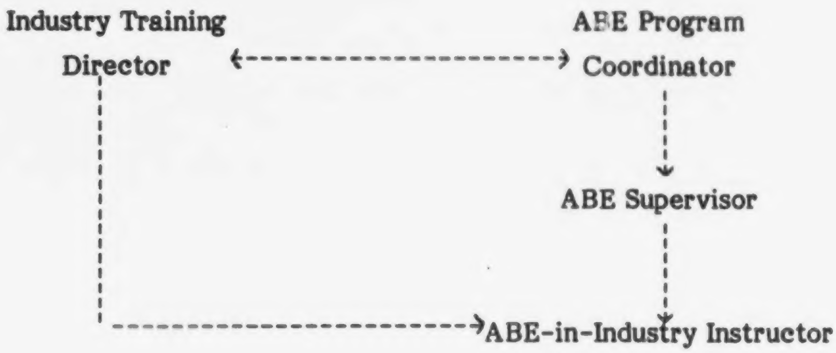
J# 098125

AUSTIN COMMUNITY COLLEGE
PERSONNEL SERVICES
205 East Fifth Street
Austin, Texas 78701

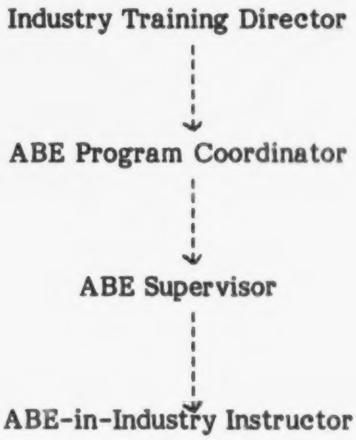
An Equal Opportunity Employer

SAMPLE DIAGRAMS OF POSSIBLE LINES OF AUTHORITY

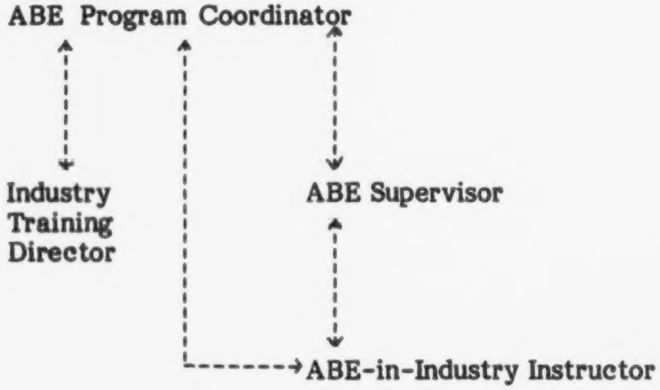
1. PROGRAM ADMINISTRATORS


Industry Training Director
ABE Program Coordinator
ABE Supervisor
ABE-in-Industry Instructor

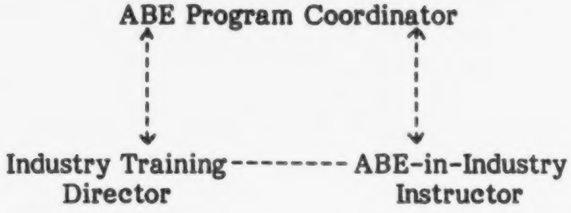
2. PROGRAM ADMINISTRATOR


Industry Training Director
ABE Program Coordinator
ABE Supervisor
ABE-in-Industry Instructor

3. PROGRAM ADMINISTRATOR


ABE Program Coordinator
Industry Training Director
ABE Supervisor
ABE-in-Industry Instructor

4. PROGRAM ADMINISTRATOR


ABE Program Coordinator
Industry Training Director
ABE-in-Industry Instructor

SAMPLE JOB RESPONSIBILITIES
OF THE INSTRUCTOR

The ABE-in-Industry instructor may be called upon to play multiple roles. The instructor should:

1. Screen prospective students using appropriate diagnostic tools.
2. Maintain accurate records for both industry and ABE.
3. Conduct classroom instruction.
4. Follow-up on employees with irregular attendance.
5. Modify curriculum as necessary.
6. Serve as a counseling and guidance referral agent.
7. Serve as a referral agent for the regular, ongoing community based Adult Education program.
8. Serve as a liaison between ABE and industry.

CHECKLIST FOR STAFF RECRUITMENT AND TRAINING

The following steps may be taken to recruit and train ABE-in-Industry staff:

1. Interview those applicants who meet the minimum criteria.
   - ____ a. Brief the applicant on the ABE-in-Industry program.
   - ____ b. Probe the applicant concerning his/her academic qualifications and experience.
   - ____ c. Allow the applicant to ask questions.
   - ____ d. Make final selection.

2. Orient ABE staff to industry.
   - ____ a. Conduct ABE pre-service training if necessary.
   - ____ b. Discuss the ABE-in-Industry line of authority.
   - ____ c. Discuss the history, or background, of the program.
   - ____ d. Define explicitly duties and responsibilities.

FIVE: CURRICULUM MODIFICATION

Every industry which is amenable to the establishment of an ABE-in-Industry program will not desire or need the curriculum of such a program to be modified. However, from the industry's viewpoint, customizing the curriculum to meet that industry's specific needs may be the cooperative program's most important aspect. Not only will the industry's employees benefit by improving their language and/or mathematical skills but the industry too will benefit from the increased ability of its employees, for instance, to read and respond to memos, to read safety signs and labels on equipment as well as to write reports or fill out the industry's routine information forms.

Should the responsible agents for both the ABE program and the industry decide to modify the curriculum, they must agree on the steps which will be taken to accomplish this end. This process may entail on-the-job observations and interviews with supervisors as well as with the employees who are to enroll in the proposed class(es).

At this stage in the establishment of an ABE-in-Industry program, the instructor may have already attended the industry's orientation session or toured the industrial site, but in order to modify the existing curriculum, be it ABE, GED or ESL, the instructor and other ABE personnel will need to become intimately knowledgeable of the specific tasks and roles of the program's prospective students. To acquire this information, the ABE personnel should:

1. use the Dictionary of Occupational Titles, 4th edition (DOT, 1977), to learn about the tasks generally performed by the potential students
2. observe these people at their jobs to learn about specific reading, writing and mathematical skills needed to perform their tasks
3. interview supervisors and employees to corroborate observations and gain additional insight about the required language and mathematical skills.

Because some industries take stringent security measures, ABE personnel may be prohibited, or restricted in terms of time, to conduct either observations or interviews. For this reason, the subsequent section of this chapter will focus on the use of the DOT as a tool to aid in the modification of the curriculum.

Use of the DOT

The DOT provides a descriptive summary of the 35,000 occupations found in the United States. An alphabetical listing of each occupation within the DOT includes a nine-digit code so that a person who is even only remotely familiar with an industry, may use this list to ascertain specific job information. All that is required is that the person locate the particular job in the alphabetical list and obtain the nine-digit code. Several examples are shown in Table I.

Table I: Examples of DOT Codes

Occupational Title	Industry	DOT Code
ASSEMBLER, PRODUCTION	(ANY INDUSTRY)	707.687-010
GARBAGE COLLECTION DRIVER	(MOTOR TRANS)	905.663-010
GARBAGE COLLECTOR	(MOTOR TRANS)	909.137-014
GROUNDS KEEPER, PARKS & GROUNDS	(GOV. SERVICE)	406.687-010
MECHANIC, INDUSTRIAL TRUCK	(ANY INDUSTRY)	620.281-050
SEWAGE DISPOSAL WORKER	(SANITARY SERVICE)	955.687-010

Once the nine-digit code has been obtained, the person should refer to that section of the DOT which lists each occupational description according to this code. Several DOT job descriptions have been included (see SAMPLE DOT SUMMARIES).

A source of information to be used in conjunction with the DOT is the Selected Characteristics of Occupations Defined in the Directory of Occupational Titles (1981). This publication is composed of two sections. Part A of the Selected Characteristics is arranged according to the Guide of Occupational Exploration (GOE, 1979) occupational title codes while Part B lists numerically the jobs according to the 9-digit code along with their corresponding GOE codes (see Table II).

Table II: Examples of DOT and GOE Title Codes
From Part B Of The Selected Characteristics

DOT Code	GOE Code	DOT Title and Industry
406.687-010	03.04.04	GROUNDS KEEPER PARKS & GROUNDS (GOV. SER).
620.281-050	05.05.09	MECHANIC, INDUSTRIAL TRUCK (ANY IND.)
706.687-010	06.04.22	ASSEMBLER, PRODUCTION (ANY IND.)
909.687-010	05.12.03	GARBAGE COLLECTOR (MOTOR TRANS.)
955.687-010	05.12.18	SEWAGE DISPOSAL WORKER (SANITARY SER.)

After obtaining the GOE occupational titles code for the particular job to be investigated from Part B of the Selected Characteristics, the person should return to

Part A to determine the physical, environmental and training demands of that particular job. The information included in Part A is listed as indicated in Table III.

Table III: Examples of Job Specifications
Part A of the Selected Characteristics

DOT Code	DOT Title and Industry Designation	Physical Demands	Environ. Cond.	M[1]	L[2]	SVP[3]
406.687-010	GROUNDS KEEPER, PARKS AND GROUNDS (GOV. SER.)	M 2 3 4 6	0 5	1	1	2
620.281-050	MECHANIC, INDUSTRIAL TRUCK (ANY INDUSTRY)	M 3 4 5	I	3	3	7
909.687-010	GARBAGE COLLECTOR (MOTOR TRANS)	V 3 4	O 7	1	1	1
955.687-010	SEWAGE DISPOSAL WORKER (SANITARY SERV)	H 3 4 6	B 4 5 7	1	1	2
706.687-010	ASSEMBLER, PRODUCTION (ANY INDUSTRY)	M 4	I	1	1	2

[1] M = Mathematical Development

[2] L = Language Development

[3] SVP = Specific Vocational Training

In terms of mathematical development, for instance, a sewage disposal worker must: (1) add and subtract two digit numbers and multiply and divide 10's and 100's by 2, 3, 4 and 5 (2) perform the four basic arithmetic operations with coins as part of a dollar and (3) perform operations with units such as cup, pint and quart; inch, foot and yard; ounce and pound (see SUMMARY OF MATHEMATICAL DEVELOPMENT).

The Selected Characteristics divides language development into reading, writing and speaking. A sewage disposal worker would have to (1) recognize the meaning of 2500 (2 or 3 syllable) words, read at a rate of 95-120 words per minute and compare similarities and differences between words and between series of numbers (2) print simple sentences containing subject, verb and object and series of numbers, names and addresses and (3) speak simple sentences, using normal word order and present and past tense (see SUMMARY OF LANGUAGE DEVELOPMENT).

The only specific vocational preparation (SVP) which is required of a sewage disposal worker is "anything beyond a short demonstration up to and including 30 days" (U.S. Department of Labor, 1981, p. 473) (see SUMMARY OF SPECIFIC VOCATIONAL PREPARATION).

The DOT will afford ABE personnel the opportunity to gain quickly occupational knowledge concerning a particular industry while the Selected Characteristics will provide them with information concerning the mathematical and language skills which are needed to perform the specific jobs associated with that industry. Although this information has been intended to be used primarily for the curriculum modification aspects of the cooperative program, the ABE coordinator may use it as part of his/her presentation to the industry during the initial contact and in addition, use it as part of the ABE instructor's orientation to the industry.

Observations and Interviews

Should ABE personnel be allowed access to the industry's employees, they will need to observe and record the employees' behaviors as unobtrusively as possible. A set of questions has been provided which may be used as a basis for these observations (see SAMPLE QUESTIONS TO BE ADDRESSED DURING ON-SITE OBSERVATIONS).

Because by this stage in the development of an ABE-in-Industry program, a needs assessment will have been conducted, additional questionnaires may not be well received. However, a request for a ten to fifteen minute conversation (interview) with a few supervisors, to be conducted either individually or as a group, may be received more favorably. The aim of these conversations would be to gain specific occupational information. Two sets of questions for conducting these interviews with employees and/or their supervisors have been provided (see SAMPLE QUESTIONS TO BE ASKED OF STUDENTS'/EMPLOYEES' IMMEDIATE SUPERVISORS and SAMPLE QUESTIONS TO BE ASKED OF THE EMPLOYEES). A request form for job related information has been provided also (see SAMPLE REQUEST FORM FOR INFORMATION TO BE USED IN MODIFYING THE ABE-IN-INDUSTRY CURRICULUM).

Organizing the Information

Upon compiling this information ABE personnel will have an in-depth knowledge of the language and mathematical skill levels needed to perform various tasks as well as a "feel" for the work place--its functions, its technical jargon and its social climate. The mass of information which has been accumulated should be examined and organized. For example, terminology may be categorized according to its use in (1) social interactions, (2) the work place and (3) written material such as memos and manifests. Mathematical material may be grouped according to the four basic arithmetic operations or to the type of numbers (whole, percents, decimals or ratios) encountered daily on the job. Following the categorization process, levels of difficulty, whether for vocabulary terms or mathematical computations, within each category may be determined.

Felton (1981) has written a handbook on developing a trade-related curriculum. In her book Felton provides a step by step process by which specific terms and mathematical operations which are used daily on the job may be taught in conjunction with the ABE curriculum. In teaching trade-related terms, abbreviations and symbols, Felton recommends the use of the Language Master System of Learning, the New Streamlined English Series (1977) and TUTOR (1972). The Language Master System allows the student to hear the word, repeat and record the word, and listen to the newly recorded word. Both the New Streamlined English Series and TUTOR provide the instructor with specific methods and techniques for teaching reading.

The Center for Applied Linguistics has published a similar guide entitled ESL in the Workplace (1982) which presents a how-to approach for developing an ESL curriculum geared to meet the needs of employees of a particular industry. This guide provides specific instructions on how to organize and utilize information gained from a needs analysis, interviews and observations. While the class may be conducted similarly to any other ESL class, the language and class content should be centered on the employees' jobs and the workplace.

At this juncture ABE personnel and the industry's representative(s) should delineate educational goals for their cooperative program. ABE personnel will then need to specify objectives and activities designed to accomplish these goals (see SAMPLES OF GOALS, OBJECTIVES AND ACTIVITIES FOR ENGLISH-AS-A-SECOND LANGUAGE, READING AND WRITING). These examples which have been provided demonstrate how these objectives may be related to the particular jobs.

However, before a final decision is reached as to whether to modify the curriculum, a search of existing instructional material should have been conducted.

SAMPLE DOT SUMMARIES[1]

620.281-050 MECHANIC, INDUSTRIAL TRUCK (any industry). Repairs and maintains electric, diesel and gasoline industrial trucks, following manuals and using handtools, power tools and knowledge of electrical, power transmission, brake and other automotive systems. Reads job order, and observes and listens to truck in operation to determine malfunction and to plan work procedures. Installs new ignition systems, aligns front wheels, charges or recharges batteries and replaces transmissions and other parts, using handtools. Overhauls gas or diesel engines, using mechanic's handtools, welding equipment, standard charts and hoists. Examines protective guards, loose bolts and specified safety devices on trucks, and makes adjustments using handtools. Lubricates moving parts and drives repaired truck to verify conformance to specifications. May fabricate special lifting or towing attachments, hydraulic systems shields or other devices according to blueprints or schematic drawings.

955.687-010 SEWAGE DISPOSAL WORKER (sanitary service). Cleans and maintains equipment in sewage disposal plant to facilitate flow and treatment of sewage. Cleans filters, screens, processing tanks, and walkways using hose, brushes and chemical solutions. Cleans precipitates such as grit, sludge, trash and muck from sump, catch basin and grit chamber, using shovel, rake and hand pump. Lubricates equipment such as pumps and valves. Opens and closes gates and valves according to gage readings and warning lights on equipment. Collects samples of decontaminatd refuse for testing.

May conduct test on sewage sample using colorimeter. May maintain grounds and outbuildings (Grounds Keeper, Industrial Commercial (any industry)). May be designated according to equipment cleaned as CATCH BASIN CLEANER (sanitary service).

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[1] U.S. Department of Labor, U.S. Employment Service. Dictionary of Occupational Titles (4th Ed.), Washington, D.C.: G.P.O., 1977.

SUMMARY OF MATHEMATICAL DEVELOPMENT[2]

The *Selected Characteristics* defines Mathematical Development as, "The acquisition of basic mathematical skills, not specifically vocationally oriented, such as the ability to solve arithmetic, algebraic and geometric problems ranging from fairly elemental to dealing with abstractions" (p. 469).

Level 6	includes Advanced Calculus, Modern Algebra and Statistics.
Level 5	includes Algebra, Calculus, Statistics.
Level 4	includes Algebra, Geometry and Shop Math.
Level 3	includes the ability to compute discount, interest, profit and loss; commission, markups and selling price; ratio and proportion and percentages. Calculate surfaces, volumes weights and measures. *Algebra*: Calculate variable and formula, monomials and polynomials; ratio and proportion variables; and square roots and radicals. *Geometry*: Calculate plane and solid figures, circumference, area and volume. Understand kinds of angles and properties of pairs of angles.
Level 2	includes the ability to add, subtract, multiply and divide all units of measure. Perform the four operations with like common and decimal fractions. Compute ratio, rate and percent. Draw and interpret bar graphs. Perform arithmetic operations involving all monetary units.
Level 1	includes the ability to add and subtract two digit numbers. Multiply and divide 10's and 100's by 2, 3, 4, 5. Perform the four basic arithmetic operations with coins as part of a dollar. Perform operations with units such as, cup, pint and quart; inch, foot and yard; and ounce and pound.

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[2] U.S. Department of Labor, Employment and Training Administration. *Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles.* Washington, D.C.: G.P.O., 1981.

SUMMARY OF LANGUAGE DEVELOPMENT[3]

The Selected Characteristics defines language development as, "The acquisition of language skills, not specifically vocationally oriented, such as a mastery of an extensive vocabulary; use of correct sentence structure, punctuation and spelling; and an appreciation of literature" (p. 469).

Levels 6 and 5:

Reading: Read literature, book and play reviews, scientific and technical journals, abstracts, financial reports, and legal documents.

Writing: Write novels, plays, editorials, journals, speeches, manuals, critiques, poetry and songs.

Speaking: Conversant in the theory, principles and methods of effective and persuasive speaking, voice and diction, phonetics and discussion and debate.

Level 4: Reading: Read novels, poems, newspapers, periodicals, journals, manuals, dictionaries, thesauruses and encyclopedias.

Writing: Prepare business letters, expositions, summaries and reports using prescribed format and conforming to all rules of punctuation, grammar, diction and style.

Speaking: Participate in panel discussions, dramatizations and debates. Speak extemporaneously on a variety of subjects.

Level 3: Reading: Read a variety of novels, magazines, atlases and encyclopedias. Read safety rules, instructions in the use and maintenance of shop tools and equipment and methods and procedures in mechanical drawing and layout work.

Writing: Write reports and essays with proper format, punctuation, spelling and grammar using all parts of speech.

Speaking: Speak before an audience with poise, voice control and confidence using correct English and well-modulated voice.

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[3] U.S. Department of Labor, Employment and Training Administration. Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles. Washington, D.C.: G.P.O., 1981.

Level 2: Reading: Passive vocabulary of 5,000-6,000 words. Read at a rate of 190-215 words per minute. Read adventure stories and comic books, looking up unfamiliar words in dictionary for meaning, spelling and pronunciation. Read instructions for assembling model cars and airplanes.

Writing: Write compound and complex sentences using cursive style proper end punctuation and employing adjectives and adverbs.

Speaking: Speak clearly and distinctly with appropriate pauses and emphasis, correct punctuation, variations in word order using present, perfect and future tenses.

Level 1: Reading: Recognize meaning of 2,500 (two or three-syllable) words. Read at a rate of 95-120 words per minute. Compare similarities and differences between words and between series of numbers.

Writing: Print simple sentences containing subject, verb and object and series of numbers, names and addresses.

Speaking: Speak simple sentences using normal word order and present and past tenses.

SUMMARY OF SPECIFIC VOCATIONAL PREPARATION[4]

Specific Vocational Preparation is the amount of time needed to learn the techniques and information needed to perform a specific job. The type of training may include:

a. Vocational Education
b. Apprentice Training
c. In-plant Training (organized classroom study)
d. On the Job Training
e. Essential Experience in Other Jobs

Level	Time
1	Short Demonstration
2	Anything Beyond Short Demonstration up to and including 30 days
3	Over 30 days up to and including 3 months
4	Over 3 months up to and including 6 months
5	Over 6 months up to and including 1 year
6	Over 1 year up to and including 2 years
7	Over 2 years up to and including 4 years
8	Over 4 years up to and including 10 years
9	Over 10 years

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[4] U.S. Department of Labor, Employment and Training Administration. Selected Characteristics of Occupations Defined in the Dictionary of Occupational Titles. Washington, D.C.: G.P.O., 1981.

SAMPLE QUESTIONS TO BE ADDRESSED DURING ON-SITE OBSERVATIONS

I. Environmental Conditions

1. What is the noise level?
2. What is the temperature?
3. Is the work place indoors or outdoors?
4. What is the size of individual work space?

II. Skills Needed to Perform the Job

1. Must the employee read instructions in order to perform his/her job? If so, record these instructions as accurately as possible.
2. Must the employee read equipment labels in order to perform his/her job? If so, record these labels as accurately as possible.
3. Must the employee read equipment dials in order to perform his/her job? If so, draw a schematic of the dials. Include all letters and numbers in their appropriate locations.
4. Must the employee perform any mathematical computations? If so, record examples of these computations.
5. Must the employee perform any calibrations? If so, record examples of these calibrations.
6. Must the employee read a series of numbers? If so, record examples of some number series.

III. Job-Related Communications

1. Does the employee communicate primarily with his/her supervisor orally? If so, record in writing as much of the content of these conversations as possible.
2. Does the employee communicate primarily with his/her supervisor in writing? If so, what is the format of this writing? Summaries, memos, report forms, manifests, etc.? Obtain examples of this writing if possible. If not, record as much as possible in your notes.

IV. Social Interactions

Note the extent and content of non-job related conversations while:

a. on-the-job
b. during breaks

SAMPLE QUESTIONS TO BE ASKED OF STUDENT'S/ EMPLOYEES' IMMEDIATE SUPERVISORS

This list of questions may be used by the ABE-in-Industry program administrator or another responsible party during a personal interview with the supervisor(s) or it may be administered as a questionnaire to be completed by the supervisor(s).

The multiple choice answers are to be used if this form is to be administered as a questionnaire. If interviews are to be conducted, the questions should be left open-ended and the responses should be recorded as accurately as possible.

Name of Company____
Name of Department______________________________________
Job Title____

1. How well do your employees speak English?
   ____ a. very well
   ____ b. quite well
   ____ c. slightly well
   ____ d. not at all well

2. How well do your employees read English?
   ____ a. very well
   ____ b. quite well
   ____ c. slightly well
   ____ d. not at all well

3. How well do your employees write?
   ____ a. very well
   ____ b. quite well
   ____ c. slightly well
   ____ d. not at all well

4. How well do your employees communicate with you?
   ____ a. very well
   ____ b. quite well
   ____ c. slightly well
   ____ d. not at all well

5. How well do your employees do computational problems?

____ a. very well
____ b. quite well
____ c. slightly well
____ d. not at all well

6. What is the function of your department?

7. What specifically do your employees do on their jobs?

8. Describe in as much detail as possible how your employees would be enrolled in this cooperative program, acomplish their tasks.

9. Do you give specific written or oral instructions for different tasks?

9a. What are these instructions?

9b. Are there any phrases or words in your instructions which you must usually clarify?

9c. What are these phrases or words?

10. Are your employees knowledgeable about their benefits (accident, life or medical insurance; social security; retirement, etc.)?

11. Are your employees aware of appropriate emergency procedures?

11a. Are these procedures written in a brochure or manual or posted on bulletin boards or other public places?

11b. If printed in brochures or manuals, is this material available to the employees?

SAMPLE QUESTIONS TO BE ASKED OF EMPLOYEES

This list of questions may be used as a questionnaire to be completed by employees individually prior to the start of the ABE-in-Industry program. It may also be used as a source of questions to which the instructor may ask the employees to respond either individually or as a group. It may be used as an exercise during the first class session to provide the instructor with additional information about the functions of the various departments of the organization as well as the specific duties and educational needs of the students/employees.

If this form is administered as a questionnaire the respondent should mark the appropriate multiple choice answers. If the instructor so chooses, the multiple choice answers may be omitted so that each question will require the employee to respond in his/her own words. This procedure allows the instructor to assess the student's language skills.

If the respondent is a nonreader, the instructor may use this form as a basis for instruction.

Name of Company____
Name of Department______________________________________
Job Title____

1. How well do you speak English?
   - ____ a. very well
   - ____ b. quite well
   - ____ c. slightly well
   - ____ d. not at all well

2a. How well do you read English?
   - ____ a. very well
   - ____ b. quite well
   - ____ c. slightly well
   - ____ d. not at all well

2b. To do your job, do you need to read?
   - ____ a. yes
   - ____ b. no

3a. How well do you write?

____ a. very well
____ b. quite well
____ c. slightly well
____ d. not at all well

3b. To do your job, do you need to write?

____ a. yes
____ b. no

4a. How well do you work with numbers?

____ a. very well
____ b. quite well
____ c. slightly well
____ d. not at all well

4b. To do your job, do you need to work with numbers?

____ a. yes
____ b. no

5a. How well do you communicate with your supervisor?

____ a. very well
____ b. quite well
____ c. slightly well
____ d. not at all well

4b. To do your job, do you need to communicate with your supervisor?

____ a. yes
____ b. no

6. What is the main task or purpose of your department?

7. What is your main job?

8. In doing your job, do you need to repeat the same actions or behaviors?

8a. What are the motions or behaviors that you repeat?
8b. What is the first thing you do?
8c. What is the second thing you do?

Continue asking these questions until the cycle is completed.

9. In doing your job, do you work with any machines? If yes, describe how you operate your equipment.

SAMPLE REQUEST FORM FOR INFORMATION TO BE USED IN MODIFYING THE ABE-IN-INDUSTRY CURRICULUM

Please provide as much information as you can on this form. Attach the business forms, manifests or memos which are part of your regular operations.

Name of Company____

Name of Department____

1. Please list the vocabulary terms which are specific to your department which you believe your employees should know.

2. Please list vocabulary terms which are not specific to your department but which you believe employees of your organization should know.

3. Please give examples of the type of computational problems dealt with in your department.

SAMPLE GOALS, OBJECTIVES AND ACTIVITIES FOR ENGLISH-AS-A-SECOND LANGUAGE (INTERMEDIATE LEVEL)[5]

GOAL

To have employees enrolled in the program use English more proficiently in the areas of spelling, grammar, effective writing, pronunciation, fluid conversation, and active listening, so that they are able to communicate more clearly in English in all areas of their particular job.

GENERAL OBJECTIVES

By the end of the course the employees should be able to:

1. demonstrate correct grammar usage and an increased English vocabulary.
2. explain emergency procedures and respond to or give instructions during an emergency situation.
3. spell and define a list of technological vocabulary terms.
4. write and verbally explain their particular job description.
5. converse with fellow-employees regarding job-related matters.
6. converse with fellow-employees regarding non-job-related matters.
7. converse with an employer regarding a variety of work-related problems or concerns.
8. write work reports that are concise and grammatically correct (if this is part of their job description).
9. read and understand instructions for particular jobs.

PROPOSED ACTIVITIES/METHODS FOR MEETING OBJECTIVES

For Objective 1

Basic curriculum will be a commercially available program of study. Oral and written exercises will be used to illustrate, teach, and re-enforce the learning of grammatical rules and everyday vocabulary.

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[5] This material has been adapted by W. D. Payne from a document entitled "ESL AT MOTOROLA" written by K. McLaughlin, ESL Instructor, Austin Community College, 1982.

For Objective 2

Various emergency procedures appropriate to the industry will be explained. Terms commonly used in emergency situations will be reviewed orally. Possible reaction to various events will be covered in conversation exercises.

For Objective 3

A list of terms is to be provided by the industry. The list will be reviewed orally to ascertain employee understanding. Spelling tests, matching drills, written and oral definition drills will evaluate abilities in spelling, understanding, and pronunciation.

For Objective 4

Each employee will develop a personal job description. It will be written and evaluated for sentence structure and grammar. Oral explanations will provide the employee the opportunity to express in English an idea that is personal or "close to home".

For Objectives 5 thru 7

Conversation exercises will enable employees to practice most of the proficiency measures discussed in the objective. Grammar and pronunciation will be evaluated constantly. As an employee is exposed to more and more conversation, he/she will be developing listening skills that will in turn provide opportunities to practice fluid conversation skills (if in fact there is understanding). Listening and conversation skills will be evaluated by appropriate responses to previous questions or thoughts, the ability to restate what one has heard, and the ability to solicit another response from the other person by providing a further question or thought.

Suggested conversation exercises:

Employee-Employee:

1. discuss your job/fellow worker's job.
2. discuss problem areas--whose responsiblity? Ask assistance when there is a lack of understanding about a task, offer assistance to a fellow-worker.
3. discuss families.
4. discuss interests, hobbies, outside activities, etc.
5. personal problems--some people like to discuss and be involved, others do not.

Employer-Employee:

1. ask assistance when there is a lack of understanding about a task.
2. discuss problems with a particular task or with a fellow-employee.
3. discuss interest in learning a new task or getting more training.
4. discuss personal concerns that affect job (needing time off, doctor's appointment, child ill, call in sick, how to get help if personal concerns are affecting work greatly).

Industry can provide the English teacher with specific areas to discuss and practice in conversation exercises.

For Objective 8

Industry can give examples of types of reports or written work required that can be used as practice exercises.

For Objective 9

Industry can give examples of instructional or training materials that can be used for drills in the class.

SAMPLE GOALS, OBJECTIVES AND ACTIVITIES FOR READING AND WRITING

(BASIC LEVEL)[6]

GOAL

To have employees enrolled in the program learn to read, understand and retain written information they encounter on their jobs and to have them communicate effectively in writing so that they will be able to perform their jobs more efficiently.

GENERAL OBJECTIVES

By the end of the course the employees will be able to:

1. read and define a list of technical terms relating specifically to their jobs.
2. read and define a list of technical terms relating to their industry (or organization).
3. read and understand safety signs and labels on equipment.
4. read and understand instructions for performing specific tasks.
5. read and understand routine business memos (or other industry related forms).
6. write responses to memos (or other requests for information).
7. describe their jobs in writing.
8. write brief explanations for absence from work, tardiness and other job-related situations.

PROPOSED ACTIVITIES/METHODS FOR MEETING OBJECTIVES

For Objectives 1, 2 and 3

The vocabulary terms for these lists will have been compiled from interviews with supervisors, safety signs and labels on equipment and from the requests for written materials (pamphlets, policy manuals, insurance forms, employment applications, memos, work orders, etc.) from the industry. The instructor will elicit and record in writing for the employees their explanations (definitions) of a few (4-5) terms at a time, commencing with those terms which most of the employees can already define. The instructor will have the employees read along (neurological impress method), follow along (echo) and discuss the terms and any new words in the written explanations which they do not understand. During later sessions the instructor will quiz the employees using flash cards which contain each word included in their original explanations. The instructor will encourage the employees to review their definitions at home and to practice pronouncing each term in isolation.

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[6] Information on techniques for teaching reading and writing skills has been provided by Dr. B. Longnion, Texas Luthern University, Seguin, Texas. This material is not intended to be a step by step progression for conducting an ABE class but rather is intended to show how objectives can be linked to the employees' jobs.

For Objective 4

Information for this objective will have been gained via direct observation, interviews or the employees themselves (see SAMPLE QUESTIONS TO BE ASKED OF EMPLOYEES). By prompting the employees, the instructor will compose brief instructions (4-5 sentences) on how to perform specific tasks. A task may be broken into subtasks so that, for example, "How to Operate a Forklift" can be broken into: 1. Start the Engine, 2. Change the Gears, 3. Drive the Forklift (forward, reverse, right, left) and 4. Lift and Lower the Fork. A complete set of instructions may be written during the course of several sessions. Techniques will include reading along, echoing, discussion and flash cards.

For Objective 5

This material will come from the industry if possible. If not, the instructor may compose or adapt other memos using terms which have been introduced previously to the class. Techniques will include reading along, echoing and discussion. During discussion the instructor may ask for literal meaning (What does this memo mean?), intentions (Why do you think Mr. X wrote this memo?), inferences (What do you think happened that caused Mr. X to write this memo? What do you think will be the result of this memo?) and judgments (How will you be affected? Is it important to you? Why? So what?).

For Objective 6

Having presented and discussed a specific memo, the instructor will have the employees respond to the memo in writing. The purpose of this objective is to have the employees produce their own responses. Initially, the instructor may have to write the employees responses or correct spelling and grammar. Employees will have been asked to read, discuss, and think about the memo before they will have been asked to organize their thoughts in order to compose a response. Later, the instructor may have the employees copy their responses verbatim or the instructor may change the verb tense in the original memo and have the employees respond to the altered memo. New words may be discussed and added to the flash card stack.

For Objective 7

The instructor will prompt employees to describe their jobs. New terms the employees mention will be recorded, discussed and added to the flash cards. The employees will write as much of their oral descriptions as possible. The instructor can guide the employees during this exercise by stating, for example, "Joe, you said that you work outdoors. . ." so that they will think about their jobs in detail. One or two sentences can be added to the job descriptions during each class session.

For Objective 8

The instructor will discuss with the employees situations which arise on their jobs that require written communication, such as a request for vacation leave or an explanation of an equipment malfunction. The instructor may describe a situation which requires a written message and have the employees write their own messages.

CHECKLIST FOR CURRICULUM MODIFICATION

To determine the ABE-in-Industry program's curriculum modification needs, the following steps may be taken.

1. Determine literacy demands of specific occupations.
    ____ a. Using the DOT, obtain the nine-digit code pertaining to these occupations.
    ____ b. From Part B of the Selected Characteristics, obtain the GOE code for each occupation.
    ____ c. From Part A of the Selected Characteristics, obtain the basic skills requirements for the occupations.
    ____ d. Observe and record the employees' on-the-job behaviors.
    ____ e. Interview employees and their supervisors.

____ 2. Delineate educational goals of the cooperative program.

____ 3. Specify objectives and activities designed to accomplish these goals.

____ 4. Identify or develop needed instructional materials.

SIX: CONDUCT THE COOPERATIVE PROGRAM

Advertising and Recruiting

The industry must become actively involved in the recruitment and retention of its employees as participants in the cooperative effort. Initially, advertisements announcing the start of the ABE-in-Industry program may be posted prominently on bulletin boards and/or circulated to management level personnel as well as to first line supervisors (see SAMPLE ABE-IN-INDUSTRY ADVERTISEMENT). The advertisements should state clearly who qualifies to enroll in the cooperative program. If ABE or ESL classes are to be taught, supervisors should make oral announcements of the formation of these classes to their employees. After the program has been advertising for a suitable length of time, say two weeks, top management may disseminate a memo urging the target population of employees to enroll in the class(es) and advocating the supervisors of these employees to support the program (see SAMPLE MEMO FOR RECRUITING ABE-IN-INDUSTRY PARTICIPANTS). Again, this memo should be read to those employees who are nonreaders or who have limited English speaking ability.

The third stage in the recruitment effort will involve placing registration forms at convenient locations on bulletin boards near the ABE-in-Industry advertisements, at the industry's staff development or personnel office or in the industry's newsletter (see SAMPLE REGISTRATION FORM). As alternatives, supervisors could recommend their employees as potential participants or the employees could sign-up during a specific registration session.

In those instances where supervisors are linked closely with the ABE-in-Industry program, ABE and industry representatives may draw-up a handout of suggestions for the supervisors to use in encouraging and supporting their employees (see SAMPLE RECOMMENDATIONS FOR SUPERVISORS). If ABE and industry personnel have been soliciting the cooperation of supervisors during the initial phases of the ABE-in-Industry program, then the supervisors may become a support system for the program. Once the program is underway, this support system will be crucial not solely in recruiting prospective students but also for maintaining interest and keeping the enrollment above its minimum requirement.

Tests for Student Placement

After the registration has been completed, the instructor will need to determine the basic skills level of each employee. Diagnostic instruments will allow the instructor to specify the makeup of the class, that is, the number of employees in each skill level which he/she can teach adequately in one class. If it is learned, for instance, that a large number of employees who have registered are actually nonreaders, more than the predetermined number of classes will need to be taught or a waiting list will need to be implemented.

The University of Texas Adult Performance Level (APL) study developed an information sheet which can be used as a quick screening device (see SAMPLE INFORMATION SHEET). This information sheet is divided into three sections. The Competency-Based Adult Education Manual (Nored, 1981) suggests, for instance, that a person who can only complete the first section be assigned to a Level I (grades 1-4) ABE or to an ESL class, whichever is appropriate.

Other diagnostic instruments generally used to place adults in ABE classes are the Adult Basic Education Student Survey (ABESS), the Adult Basic Level exam (ABLE), and the Tests of Adult Basic Education (TABE). Before discussing each instrument, two points of concern for those who administer the test will be addresed. The validity of a test is its usefulness. Validity asks the question, "Does the test actually measure what it purports to measure?" The reliability of a test is its accurateness. It asks the question, "How well does the test measure what it purports to measure?" If the same form of a test will be used as a pre- and post-test measure, the test administrator will need to know the test-retest reliability or the split-half reliability of the test. If pre- and post-testing are to be conducted within a brief span of time, alternate forms of the same test should be used and the administrator will need to know the test's alternate form reliability. A brief discussion of several diagnostic instruments follows:

1. ABESS consists of two arithmetic and two reading subtests. Each question in the test is provided with a multiple choice answer. The reported reliability data are difficult to interpret. According to Hieronymus (1972a), the ABESS may be useful in administering and conducting adult basic education programs but not for individual diagnosis.
2. ABLE consists of reading, spelling, vocabulary, computation and problem solving subtests. This test battery is composed of three achievement levels: Level I (grades 1-4), Level II (grades 5-8) and Level III (grades 9-12). Two forms of the test are available at each level. As with the ABESS, each question of the ABLE is provided with multiple choice answers. Fry (1972) believes that Level I corresponds more closely to grades 1-2 and Level II corresponds to grades 3-8. The test's authors report split-half reliabilities but suggest that local norms (percentile ranks and stanines) be developed by the test users. Although Hieronymus (1972b) finds the ABLE more suitable than the ABESS and the TABE, Fry (1972) does not recommend the ABLE as a

measure of individual growth. For the latter purpose, Fry recommends the Stanford Achievement Test or any other major achievement battery. An important feature of the ABLE, however, is that for Level I, the vocabulary, spelling and arithmetic problems are administered orally to avoid contamination with reading.

3. According to Hieronymus (1972c), the TABE is a repackaged version of the 1957 edition of the California Achievement Test (CAT). The TABE is composed of three levels: Level E (grades 2-4), Level M (grades 4-6) and Level D (grades 7-9). Level E includes two reading and two arithmetic subtests. Levels M and D include the same subtests as Level E and have an additional language test. The TABE has a Locator test, which can be administered to as many as 30 people at one time and scored in less than an hour, to determine the appropriate TABE level for each individual (Cohen, 1969). No norms or reliability data other than that provided on the 1963 standardization of the 1957 edition of the CAT are presented. Cohen (1969) questions the content validity of the TABE since items have been taken from a test aimed at school aged children, rewritten in adult language and placed in a new format. Hieronymus (1972c) states that an advantage of the TABE is the language test but that its usefulness in adult education programs must be determined locally.

4. CAT, 1957 edition, is composed of five levels: Grade 1-2, 2.5-4.5, 4-6, 7-9 and 9-14. Subtests include reading vocabulary, reading comprehension, arithmetic reasoning, arithmetic fundamentals, mechanics of English, spelling and handwriting. The reading, language and arithmetic test are available as separates. While the reliability coefficients for the total reading, total arithmetic and total language scores are satisfactory (Merwin, 1965), North (1965) cautions against using certain subtest score for individual or diagnostic purposes. Unfortunately, the 1970 edition of the CAT and the CAT Reading suffer the same weakness (Bryan, 1978; Lombard, 1978).

5. The authors of the Stanford Achievement Test (1973 edition) have reported good split-half reliabilities for each test at each of six levels. Sixty-four percent of the coefficients are above .90 (Ebel, 1978). This test is composed of six levels: Primary Level 1 (Grades 1.5-2.4), Primary Level 2 (Grades 2.5-3.4), Primary Level 3 (Grades 4.5-5.4), Intermediate Level 2 (Grades 5.5-6.9) and Advanced (Grades 7.0-9.5). A special feature of this test is that it includes a dictated vocabulary test and a listening comprehension test at all

levels through the Intermediate Level 2. These test scores are aimed at assessing a person's word knowledge and language comprehension independent of reading (Passow & Schiff, 1978). Lehmann (1978), however, points out that there may be too much emphasis on memory in the listening comprehension test. A strength of the Stanford Achievement Test is its provision of an item-by-item list of instructional objectives and groups of related objectives which local schools may use to compare to their own objectives (Passow & Schiff, 1978).

6. The Progressive Matrices test is a nonverbal intelligence test which is composed of 60 designs. Each design has a section missing and the person is given six to eight choices from which to choose the missing piece for each design. Correlations with verbal and performance tests range between .40 and .75 and are higher with performance rather than verbal tests. Test-retest reliability ranges between .70-.90. Percentile norms are provided in five year intervals for adults between 20-65 years of age (Anastasi, 1976). Although the Progressive Matrices test does not yield specific skill levels, it may be administered readily to nonreaders and people with limited English speaking ability (see ACHIEVEMENT TEST INFORMATION).

The CAT and the Stanford Achievement Test are not designed for administration with illiterate adults but have been included here because of references to each test in the reviews of the TABE and ABLE, respectively.

Perez (1970) states that because the diagnostic information from the auditory discrimination test of the ABLE was not clear, it was discontinued as a diagnostic tool for the ESL student enrolled in a work incentive program. Instead, Perez (1970) suggests that the teacher become involved with the ESL students to gain insights into their needs.

Conducting the Cooperative Program

The ABE-in-Industry instructor will be in charge of the general procedures for conducting the class(es) such as diagnostic testing, setting behavioral objectives and devising a plan of study for each student (see SAMPLE LESSON PLAN FORM). Additionally, the instructor will be responsible for maintaining open communications with ABE and industry personnel concerning attendance, individual progress and enrollment. Because the instructor will usually be able to sense the success or failure of the program, the isntructor can serve as crucial link in the feedback mechanism (communication network) between the two organizations. To reinforce this aspect of the instructor's role, ABE and industry personnel should keep the instructor abreast of program decisions, goals and general matters and should include the instructor in meetings concerning their cooperative program.

If the ABE-in-Industry program has not provided counseling and guidance services, the instructor may be called upon to act as referral agent. The instructor will not necessarily have to be knowledgeable about the industry's policies on pay raises, promotions or job reclassifications, each of which may be affected by the employee's educational achievements. However, the instructor should know who the appropriate personnel are within the industry who may answer the employee's questions. The same will be true of any questions concerning further educational goals set by the employee, that is, the instructor should be able to refer the employee to the appropriate vocational school or college office (Admissions, Financial Aid, Student Services, etc.).

Several key issues must be addressed when conducting classes in business or industrial settings. Of principal importance is the industry's organizational structure. In dealing with a large industry, ABE personnel must understand that the industry's departments and/or divisions may function as separate entities. Rules of conduct which apply to one department may not necessarily apply to another. competition may exist among the various departments, for instance, in terms of which department has a class site and which does not, which department has the most number of employees enrolled in the cooperative program and which department has the most number of employees completing the GED. This competition can affect adversely the ABE-in-Industry program particularly if the enrollment at one site (department) decreases below the minimum requirements. Competitive departments may hesitate to consolidate classes in order to maintain an adequate enrollment to continue their classes.

Of no lesser importance are the official names of departments and the titles of the personnel within these departments. Addressing departments and personnel correctly in both written and oral correspondence will indicate that ABE personnel have attempted to understand the industry's organizational structure.

The commitment of individuals within the industry will contribute immensely to the social climate of the ABE-in-Industry class and to the attitude of the students. The enthusiasm which a supervisor or training director demonstrates for the cooperative program will be reflected in the employees' attitudes and classroom performances. A supportive staff will engender a similar atmosphere among the program's participants. To this end, ABE personnel must make every effort to maintain open communications between the ABE program and the industry. Providing feedback to the industry on a regular basis is one means of maintaining open communications (see SAMPLE MONTHLY REPORT, CHAPTER TWO). The formation of an advisory committee composed of individuals from each site will also aid in the communication and coordination efforts of the ABE-in-industry program. Initially, those individuals who have been cooperative may be the committee's most active participants. Nonetheless, through the committee's information sharing function, members may learn how others work within their respective departments to maintain the momentum of the ABE-in-Industry program.

Finally, the ABE-in-Industry program must have flexibility built into its system and personnel. Instructors must be prepared to find buildings locked and classrooms in disarray or to have their class pre-empted by the industry's other activities. Contingency plans should be developed so that if enrollment dwindles at one site (department), two classes may be combined or the class with a declining enrollment may be relocated to another site or department.

From the preceding discussion the enormity of the task of conducting an ABE-in-Industry program may be surmised. Conducting a cooperative program will involve much more than merely "holding class".

SAMPLE ABE-IN-INDUSTRY ADVERTISEMENT

A NEW BEGINNING
Enroll in an Adult Education Class
Sponsored by the A.P.I. Personnel Department

GED PREPARATORY CLASS to begin:
Tuesday, October 5, 1982, 3-5 p.m.

ALL EMPLOYEES who wish to study for the
GED Exams are eligible to enroll

Come to Meeting Room A of the Main Building
September 21, 1982 at 3:00 p.m.

Instructional Staff and Materials will be availble

COME LEARN WITH US

SAMPLE MEMO FOR RECRUITING ABE-IN-INDUSTRY PARTICIPANTS

TO: All Managerial and Supervisory Staff
FROM: Gerald Andersen, President
David Meyer, Personnel Manager
RE: GED Preparatory Class
DATE: September 8, 1982

A.P.I. has entered into an agreement with the Travis County Adult Basic Education to offer a General Education Development (GED) class commencing October 5, 1982. This class is open to all employees who wish to attain the GED certificate. Several levels of instruction will be included in this class.

Be sure to inform all employees under your supervision who are eligible to enroll and whom you believe will benefit from this program. This class will meet every Tuesday and Thursday from 3:00-5:00 p.m. commencing October 5, 1982 in Meeting Room A of the Main Building. As you may note A.P.I. will allow employees who enroll in this class one hour release time from their jobs for each class session they attend without loss of pay.

This cooperative effort is an exciting concept for both industry and education. A.P.I. anticipates to reap rewards both in terms of improved employee productivity and in increased self-reliance.

SAMPLE REGISTRATION FORM

Name	Date
Address	Phone

Age	Birthdate	Male	Female	Social Security Number

Ethnicity:	Anglo American	Black American	Mexican American	Other

Day or Night Student	Full or Part Time	Marital Status
Last School Attended	Last Grade Attended	U.S. Citizenship (Yes/No)

Name of Employer	Name of Supervisor

SAMPLE RECOMMENDATIONS FOR SUPERVISORS

The following is a list of suggestions which supervisors may use in addressing their employees concerning the ABE-in-Industry class.

1. Make a general announcement about the upcoming class to your employees. You may read the attached advertisement and then post it at a convenient location for them to read (see SAMPLE ABE-IN-INDUSTRY ADVERTISEMENT).
2. Tell your employees to contact you if they are interested in enrolling in the proposed class.
3. Inform employees personally, whom you know qualify but who have not contacted you, about the class. You might say, "Joe, have you thought about enrolling in this class? I think it'll be good for you. . ."
4. Send a list of your personal recommendations of prospective students to the Personnel Department for follow-up. Inform those employees, whom you have included in this list, of your actions.
5. Show interest in your employees' educational growth by commenting on the personal benefits employees can expect to gain--"Joe, once you complete the GED, you'll be able to take that class for certification as a machinist specialist" or "Joe, when you complete the GED, you'll be able to enroll in the electronics class you've mentioned."
6. Make comments that will show your support for your employees' efforts: "I'm glad you decided to enroll in this class" or "Going to school and working at the same time is not easy. Let me know how I can help you. . ."
7. Explain to your employees that their job performance ratings will not be affected by their classroom performance.
8. If you attend the class as a student with your employees appraise the instructor of your situation. Tell your employees and the instructor that you expect to be just another student in the class.
9. Visit the class and talk with the instructor and your employees. Explain to your employees that you're interested in their progress and that you're not there to check-up on them.

INFORMATION SHEET

A. 1. Write or print your name: ______________________________

2. What is your address? (Street and No.) ______________________________

(City & State)____________________ (Zip)__________

3. What is the date today? ______________________________

4. Do you have a telephone?__________What is the number?______________

5. Are you married?__________What is your husband' (or wife's) name?

____

6. When is your birthday?______________________________

7. When were you born? ______________________________

B. 1. Are you a citizen of the United States?______________________

2. Do you have a car? ______________________________

3. If so, what type? ______________________________

4. Do you have a driver's license?______________________________

5. What is your ethnicity? Check one box.

☐ Afro-American (black) ☐ Hispanic (Spanish speaking)

☐ Anglo-American (white) ☐ American Indian

☐ Oriental ☐ Other ______________

6. Are you registered to vote?______________________________

7. Do you work fulltime or parttime?______________________________

8. How long have you worked at your present job? ______________

9. Do you subscribe to an Austin newspaper? ______________

10. Do you subscribe to other newspapers or magazines? ______________

11. If so, please list them ______________________________

____

12. Do you own (or have ready access to) a T.V. set? ______________

ACHIEVEMENT TEST INFORMATION

ABESS-- Elvin Rasof and Monroe C. Neff; Educational Opportunities Division. Follett Educational Corporation.
Parts 1 and 2. 2 scores: reading comprehension and word recognition; $6.60 per 20 tests.
Parts 3 and 4. 2 scores: arithmetic computation and arithmetic problems; $6.60 per 20 tests.

ABLE-- Bjorn Karlsen, Richard Madden and Eric F. Gardner; Harcourt Brace Javanovich, Inc.
Level 1; Forms A and B (1967) $17 per 35 hand scorable tests.
Level 2; Forms A and B (1967) $17 per 35 hand scorable tests.
Level 3; Forms A (1971) and B (1970) $17.50 per 35 tests.

TABE-- CTB/McGraw Hill
Level E. 6 scores: reading (vocabulary, comprehension, total); Forms 1 and 2 (1967), $6 per 25 tests.
Level M. 10 scores: same as for Level E plus language (mechanics, spelling, total), total: Forms 1 and 2 (1967), $7.40 per 25 tests.
Level D. 10 scores: same as for Level M; Forms 1 and 2 (1967), $7.40 per 25 tests.
Practice Exercises and Locator Test (1967) 1 Form and preliminary manual, $2.50 per 25 tests.

CAT-- (1970) Ernest W. Tiegs and Willis W. Clark; CTB/McGraw Hill.
Level 1; Form A (1970) and Form B (1971) $14.35 per hand scorable tests, $21.70 per 35 Compu Scan Machine scorable tests.
Level 2; Form A (1970) and Form B (1971) Prices same as for Level 1.
Level 3; Form A (1970) and Form B (1971) $18.55 per 35 tests.
Level 4; Form A (1970) and Form B (1971) Prices same as for Level 3.

Standard Achievement Test (1973)--Richard Madden, Eric F. Gardner, Herbert C. Rudman, Bjorn Karlsen and Jack C. Merwin; Psychological Corporation.
Primary Level 1 Forms A and B (1973) 12 or 13 scores; reading (word comprehension, word plus comprehension, word study skills, total mathematics (concepts, computation and applications, total), auditory (vocabulary, listening comprehension, total) total, spelling (optional).
Primary Level 1; Forms A and B (1973) $12.50 per 35 hand scorable tests; $17.25 per 35 MRC machine scored tests.
Primary Level 2; Forms A and B (1974) $15.25 per 35 hand scorable tests; $20.50 per 35 MRC machine scored tests.
Primary Level 3; Forms A and B (1973-74) $16.25 per 35 hand scorable tests; $23.75 per 35 MRC machine scored tests.
Intermediate Level 1, Forms A and B (1973) $18.50 per 35 tests.
Intermediate Level 2, Forms A and B (1973) $18.50 per 35 tests.
Advanced; Forms A and B (1973) $18.50 per 35 tests.

SAMPLE LESSON PLAN

Lesson Topic: Responding to a Memo in Writing

Rationale: The purpose of this objective is to have the students/employees produce their responses to a memo. They will have been asked to read, discuss and think about the memo before they will have been asked to organize their thoughts in order to compose a written response.

Objective: Having presented and discussed a specific memo, the instructor will have the students/employees respond to the memo in writing.

Method: The instructor will present a memo to the students/employees who will read it and discuss its implications with the instructor's assistance. For this lesson, the instructor will elicit from the class various possible responses. The class may discuss and decide to write the opening sentence of the response as a group. Then each student/employee will finish writing a response to the memo.

Teaching Aids: Sample Memo, Chalkboard

Instructional Materials:

CHECKLIST FOR CONDUCTING THE COOPERATIVE PROGRAM

The following steps may be followed in conducting the cooperative program.

____ 1. Advertise the ABE-in-Industry program.
____ 2. Circulate memo concerning the program.
____ 3. Make registration forms available.
____ 4. Encourage supervisors to support the program.
____ 5. Employ diagnostic instruments to place employees within the ABE-in-Industry program.
____ 6. Keep the instructor informed about program activities.
____ 7. Have the instructor serve as a referral agent.
____ 8. Learn the industry's organizational structure.
____ 9. Learn the names of the industry's departments and the titles of its personnel.
10. Maintain open communications between the two organizations.
    ____ a. Provide feedback on a regular basis.
    ____ b. Form an advisory committee.
____ 11. Build flexibility into the ABE-in-Industry program.

SEVEN: EVALUATE THE COOPERATIVE PROGRAM

Evaluating the cooperative program is a continuous, ongoing process aimed toward program improvement. The cooperative program may be conceived as an open system with three essential components as depicted below:

INPUTS - PROCESS - OUTCOMES

Program inputs consist of those items such as program participants, curriculum, instructors, classroom facilities and financial resources that go into the program. The core of the program is its process, the activities which contribute to its functioning. Although usually viewed in educational settings as classroom instruction, this element of program evaluation includes pre-planning activities as well as those concurrent activities which only indirectly affect the teaching process. The program outcomes are its results. Outcome measures may include participants' progress, satisfaction, mastery of basic skills, improved self-image and employability (Knox, 1971).

Evaluation of the ABE-in-Industry program will provide both ABE and industry personnel information as to how the program is actually functioning. These interested parties may use the information to refine the program by altering their plans for program operation. Morris and Fitz-Gibbon (1978) define two types of evaluation, formation and summative. Summative evaluation is concerned with the total impact of the program. Formative evaluation is conducted during program implementation to help program staff develop the program as effectively as possible, summative evaluation is concerned with program outcomes.

At the outset of the ABE-in-Industry development, program personnel should determine what information they desire from the evaluation. Some industries may prefer not to disclose certain information such as piece work rate, employee's pay scale or efficiency rates, and therefore, limit the scope of the evaluation.

Whether formative or summative, the first step in the evaluation will be a familiarization process. The person assigned the task of program evaluator will need to learn the background and history of the ABE-in-Industry program via formal program documents, observations and interviews (see SAMPLE QUESTIONS TO BE ADDRESSED ON THE HISTORY OF THE PROGRAM). Familiarization with the program will yield insights into the program's functions and indicate avenues for investigation as well as methods for conducting the evaluation (Knox, 1971).

During this familiarization process, the evaluator will have become aware of the program's stated objectives. The second step in the evaluation process will be the identification of the variables which will be used to measure attainment of these objectives. Of importance is the identification of those variables which will truly reflect attainment of the objectives rather than those which can be measured most readily.

Ultimately, the aim of the evaluation will be to answer the following questions;

1. Does the ABE-in-Industry programs have any effects on the participants and/or the Industry?
2. To what extent are these effects attributable to the program itself?

To answer these questions, the program evaluator should select an appropriate research design. The design will allow the evaluator to identify groups of individuals to be included in the evaluation and to determine when measurements will be taken (Morris and Fitz-Gibbon, 1978). The use of a research design will enable the evaluator to make specific comparisons, for example, to compare the on-the-job progress made by ABE-in-Industry program participants to that made by nonparticipants. Fitz-Gibbon and Morris (1978) have presented six designs used in program evaluation (see Table IV) based on the work by Campbell and Stanley (1966).

TABLE IV

Evaluation Research Designs

Name	Group	Design
One Group Pre- & Post-test	Experimental	O X O
True Control Group Pre- & Post-test	Experimental	R O X O
	Control	R O O
True Control Group, Post-test Only	Experimental	R X O
	Control	R O
Non-Equivalent Control Group, Pre- & Post-test	Experimental	O X O
	Control	O O
Single Group Time Series	Experimental	O O O X O O O
Non-Equivalent Control Group, Time Series	Experimental	O O O X O O O
	Control	O O O O O O

Legend:
R=Random Assignment, O=Observation (measurement), X= Program being conducted

The designs shown in Table IV identify the groups to be included in the evaluation as well as the sequence of events for the evaluation. Each O represents an observation, or measurement, such as an employee's achievement test scores or responses on an attitudinal questionnaire, while each X represents a treatment. In the case of an ABE-in-Industry program, X would represent the program itself. In the "One Group Pre- and Post-test" design, for example, the first observation may be an achievement test administered to an employee prior to his/her enrollment in the ABE-in-Industry program. The second observation (achievement test administration) would follow the employee's actual participation in the program. Although changes in the test scores may be noted, this design does not allow program staff to attribute the changes to the employee's participation in the ABE-in-Industry program. A design which includes a control group, that is, a set of individuals who have not participated in the ABE-in-Industry program, will enable program staff to compare changes in the scores of program participants to those of nonparticipants. Having made such comparisons, program staff can determine the value of the ABE-in-Industry program.

Once the variables have been specified and a research design selected, data collection may commence. Measures which lend themselves to this process are achievement test scores, employees' ratings of job satisfaction, supervisors' reports of employees' job performance and reports on absenteeism and tardiness. Questionnaires may be constructed which will tap the opinions of the employees and their supervisors (see SAMPLE STUDENT/EMPLOYEE QUESTIONNAIRES I & II and SAMPLE CHECKLIST OF EMPLOYEE). Employees who complete the course of study can be considered the treatment group while employees who do not complete the course can be considered the control group. Pre- and post-enrollment questionnaires may be completed by both groups of employees and differences in the attitude or satisfaction of these employees may be attributed to the ABE-in-Industry program.

Additional measures to be considered are the average length of time necessary to achieve the criterion set by the program implementers as well as the cost per student. ABE-in-Industry personnel may be particularly interested in determining the effects of the program on the participants' productivity. While the industry may not disclose certain measures, questionnaires may be devised which will address this point (see SAMPLE QUESTIONNAIRE FOR SUPERVISORS, FOR EMPLOYEES). As may be noted, some of these questions do not concern the direct effects of the program on the employees' productivity but rather on the employees' self-esteem which may in turn affect productivity.

The evaluation process should also encompass the less tangible aspect of the ABE-in-Industry program such as the communication and coordination efforts between the two organizations. Observations followed by interviews with personnel from both organizations and with the program's participants may point out deviations from the program's initial stated purpose or from the methods of accomplishing its ends. If so, ABE-in-Industry personnel may decide to change the program's thrust or to alter its mode of operation. Similarly, each component of the ABE-in-Industry program should be monitored to ensure a close relationship between the intended and actual elements of the system (Knox, 1971).

ABE-in-Industry personnel will necessarily also be concerned with the success of the program. A program which after six months of operation experiences a steady decrease in enrollment may be termed a success if it is determined that it has met the industry's initial needs. In this instance, ABE personnel must be prepared to maintain communications with industry personnel beyond the operation dates of their cooperative program. Maintaining open communications between the two organizations will ensure that the ABE-in-Industry program may be reinstated once the industry determines that a need for the program exists at a later date.

Similarly, an ABE-in-Industry program may be termed a success if it has flexibility and mobility built into its system such that a class is rotated among several industries, departments or sites on a need basis. While a class may be opened and then closed at one site, the cooperative program may continue to exist by relocating the class to another site.

ABE-in-Industry personnel must monitor the program to be prepared to fold a class momentarily as the program's objectives or needs are met or as the employees' and/or industry's involvement in the program wanes. Certain industries may have peak production periods during which employees will be required to work overtime. An ABE-in-Industry staff which is aware and sensitive to the industry's seasonal manpower needs may plan to conduct the cooperative program accordingly, and thus, avoid permanently closing a class. Again, ABE-in-Industry program success will be determined by the contingency plans which the program's staff have laid either during the developmental stages or the actual operation of the program. Formative evaluation will provide ABE-in-Industry staff information concerning the program's conduct and progress in order that appropriate planning can take place (Morris and Fitz-Gibbon, 1978). It may also indicate what the program's final outcomes (summative evaluation) may be. Methods for conducting program evaluation are discussed in various texts (Fitz-Gibbon and Morris, 1978).

In evaluating the ABE-in-Industry program, personnel should be mindful of the purpose of the evaluation. The program's functioning and future life will hinge on the evaluation itself and program success will depend on the sensitivity to change of the ABE-in-Industry staff.

SAMPLE QUESTIONS TO BE ADDRESSED ON THE HISTORY OF THE PROGRAM

1. When and where was the cooperative program implemented initially?

2. What issues or events led to the establishment of the cooperative program?

3. Who from each organization was instrumental in developing the cooperative program? In what capacity?

4a. Was the industry aware of its needs?

4b. Was the industry aware of educational resources such as the ABE program?

4c. Did the industry conduct a needs analysis?

4d. If so, was the needs analysis conducted prior to the initial contact by the ABE program?

5a. Who in the industry is responsible for community relations?

5b. What was the industry's attitude toward upgrading the education of its employees?

5c. Did the industry envision any benefits for itself?

5d. Did the industry representative have to sell the program to other industry personnel?

5e. Were the results of a Needs Analysis used for this purpose?

5f. Were line supervisors involved in the establishment of the ABE-in-Industry program?

5g. Were the employees (prospective students) involved in this process?

6. What are the goals of the cooperative program? Who determined these goals?

7a. Who was the intended target population of the ABE-in-Industry program?

7b. How was the target population determined?

8. How was the cooperative program funded?

9. Were any incentives (time-off, pay raise or job promotions) built into the system?

10. What is the prevailing philosophy of personnel administering the program?

SAMPLE STUDENT/EMPLOYEE QUESTIONNAIRE I

All responses are strictly confidential. Please respond as honestly as possible to each question. Mark an X on the blanks that reflect most accurately your beliefs.

Today's Date:____________________ What is your sex? Male_____ Female_____

1. Date of Birth____________________

2. For what department/division do you work?

____ a. Street and Bridge
____ b. Solid Waste Services
____ c. Parks and Recreation
____ d. Water and Wastewater
____ e. Other department, please write it:____________________

3. Why did you enroll in this GED class? (You may mark more than one blank, but number them 1, 2, 3, etc. in the order of their importance to you, 1 being most important.)

____ a. To be able to help my kids with their school work.
____ b. To better myself.
____ c. To get a better job.
____ d. To get a GED.
____ e. To learn English.
____ f. To learn to read.
____ g. To Learn to write.
____ h. To learn to work with numbers.
____ i. If you have another reason, please write it: ____________________
____

4. How did you find out about this class?

____ a. From a friend at work.
____ b. From a meeting at work.
____ c. From a supervisor.
____ d. From the newspaper.
____ i. If you have another reason, please write it: ____________________
____

5. Before you heard about this GED class, had you heard about other GED classes?

____ a. Yes
____ b. No

6. Have you ever been enrolled in other GED classes?

____ a. Yes
____ b. No

7. Please mark those goals below which you have set for yourself since you have been in this class. (You may mark more than one blank but number them 1, 2, 3, etc. in the order of their importance to you.)

____ a. To finish this class.
____ b. To be able to talk better with people.
____ c. To be able to do my job better.
____ d. To be promoted.
____ e. To be respected by those who know me.
____ f. To get a pay raise.
____ g. To get my GED.
____ h. To prepare me for future vocational (trade school) classes.
____ i. If you have set other goals, please write them:________________________
____

8. How well do you communicate with other people at work?

________	________	________	________
very well	quite well	slightly well	not at all well

9. How well do you read English?

________	________	________	________
very well	quite well	slightly well	not at all well

10. How well do you write English?

________	________	________	________
very well	quite well	slightly well	not at all well

11. How well do you speak English?

________	________	________	________
very well	quite well	slightly well	not at all well

12. How well do you work with numbers in arithmetic?

________	________	________	________
very well	quite well	slightly well	not at all well

SAMPLE STUDENT/EMPLOYEE QUESTIONNAIRE II

All responses are strictly confidential. Please respond as honestly as possible to each question. Mark an X on the blanks that reflect most accurately your beliefs.

Today's Date:__________________________ What is your sex? Male_____ Female_____

1. Date of Birth________________________

2. For what department/division do you work?

____ a. Street and Bridge
____ b. Solid Waste Services
____ c. Parks and Recreation
____ d. Water and Wastewater
____ e. Other department, please write it: _________________________________

3. When you enrolled in this class, did you set a goal(s) for yourself?

____ a. Yes
____ b. No

4. Have you reached this/these goal(s)?

____ a. Yes
____ b. No

5. In relation to your goal(s), how helpful do you think this class has been for you?

____ a. Extremely helpful
____ b. Of some help
____ c. Almost no help
____ d. No help at all
____ e. I don't know

6. What skill(s) do you believe this class has helped you to improve? (Mark an X on those skills that you believe this class has helped you to improve.)

____ a. Reading English
____ b. Speaking English
____ c. Writing English
____ d. Performing Arithmetic
____ e. Self-discipline (regulating yourself for the sake of improvement)
____ f. Self-motivation (causing yourself to act)
____ g. None of these skills
____ h. Other skills; If you believe you have improved other skills, please list:
____

7. Do you think that the skills you learned in this class will help you to do your job better?
    - ____ a. Definitely Yes
    - ____ b. Probably Yes
    - ____ c. Probably Not
    - ____ d. Definitely Not
    - ____ e. I don't know

8. How well informed do you think the instructor(s) was/were about the material presented in class?
    - ____ a. Very well informed
    - ____ b. Somewhat well informed
    - ____ c. Only a little well informed
    - ____ d. Not at all well informed
    - ____ e. I don't know

9. How helpful do you think the instructor(s) was/were to you?
    - ____ a. Extremely helpful
    - ____ b. Somewhat helpful
    - ____ c. Slightly helpful
    - ____ d. Not at all helpful
    - ____ e. I don't know

10. Would you recommend this class to a co-worker?
    - ____ a. Definitely Yes
    - ____ b. Probably Yes
    - ____ c. Probably Not
    - ____ d. Definitely Not
    - ____ e. I don't know

11. As a result of taking this class, did you recieve the GED?
    - ____ a. Yes
    - ____ b. No

If you received the GED, do not answer question 12 and 13.

12. As a result of taking this class, would you take another adult education class if it were offered at this location?

____ a. Definitely Yes
____ b. Probably Yes
____ c. Probably Not
____ d. Definitely Not
____ e. I don't know

13. As a result of taking this class, would you take another adult education class if it were not offered at this location?

____ a. Definitely Yes
____ b. Probably Yes
____ c. Probably Not
____ d. Definitely Not
____ e. I don't know

14. Having taken this class, do you intend to take other classes?

____ a. Definitely Yes
____ b. Probably Yes
____ c. Probably Not
____ d. Definitely Not
____ e. I don't know

15. If you think that you might take other classes, what type of classes do you intend to take? (If you do not intend to take additional classes, leave this question blank.)

____ a. Adult Basic Education
____ b. Complete my GED
____ c. High School Diploma
____ d. City of Austin Training classes
____ e. Technical/Vocational class
____ f. Noncredit college classes
____ g. College credit classes
____ h. I don't know

16. If you did receive the GED, what job changes do you expect? (If you did not receive the GED, leave this question blank.)

____ a. Job promotion and pay raise.
____ b. Pay raise only.
____ c. Same job with no promotion or pay raise.
____ d. Same job with increased responsibility.
____ e. No changes expected.
____ f. I don't know what changes to expect.

17. If you have any comments to make concerning this class, please write them here. Thank you very much.

SAMPLE CHECKLIST OF EMPLOYEE
(Supervisor)

Your responses are strictly confidential. Please respond as honestly as possible to each question. Thank you.

Employee____

Date_________________________

1. This employee works at:
    - ____ a. Street and Bridge
    - ____ b. Solid Waste Services
    - ____ c. Parks and Recreation
    - ____ d. Water and Wastewater
    - ____ e. Data General
    - ____ f. Motorola
    - ____ g. Texas Instruments
    - ____ h. Other, please list it: ____
2. How long have you been this employee's supervisor? _________________________

____

For each of the following questions, mark an X over the blank which you think best describes this individual.

1. How important is it for the employee whom you supervise to communicate directly with you?

____________	____________	____________	____________
extremely important	quite important	slightly important	not at all important

2. How important is it for the employee whom you supervise to read English?

____________	____________	____________	____________
extremely important	quite important	slightly important	not at all important

3. How important is it for the employee whom you supervise to write English?

____________	____________	____________	____________
extremely important	quite important	slightly important	not at all important

4. How important is it for the employee whom you supervise to speak English?

extremely important	quite important	slightly important	not at all important

5. How important is it for the employee whom you supervise to perform basic arithmetic computations?

extremely important	quite important	slightly important	not at all important

6. With respect to attendance, this employee is:

never absent	rarely absent	occasionally absent	frequently absent

7. With respect to tardiness, this employee is:

never tardy	rarely tardy	occasionally tardy	frequently tardy

8. With respect to his/her job, this employee is:

extremely diligent	quite diligent	slightly diligent	not at all diligent

9. In performing his/her job, this employee requires:

a great deal of supervision	some supervision	a slight amount of supervision	no supervision at all

10. How well does this employee communicate with you?

extremely well	quite well	slightly well	not at all well

11. How well does this employee read English?

extremely well	quite well	slightly well	not at all well	I don't know

12. How well does this employee write English?

extremely well	quite well	slightly well	not at all well	I don't know

13. How well does this employee speak English?

______	______	______	______	______
extremely well	quite well	slightly well	not at all well	I don't know

14. How well does this employee perform basic arithmetic computations?

______	______	______	______	______
extremely well	quite well	slightly well	not at all well	I don't know

SAMPLE QUESTIONS FOR SUPERVISORS

The following questions pertain to the attitudes and job performance of employees who have completed all requirements for the GED certificate.

1. Do these employees commit fewer errors on-the-job because of improved reading skills?

   Because of increased on-the-job awareness?

2. Has the self-image of these employees improved?
3. Has the productivity of these employees increased?
4. Are these employees taking less sick leave days and decreased their absences since their enrollment in the GED class?
5. Has the personal appearance of these employees improved?
6. Has there been an improvement in the on-the-job behaviors of these employees?
7. Have these employees gained additional knowledge about their jobs?
8. Have these employees improved their communications with their peers?

   With you?

9. Has the motivation (dedication) on-the-job of these employees improved?

   Because of improved self-image?

   Because of improved skills?

10. Has the grammar usage of these employees improved?
11. Do these employees use more precise language in their oral and written communication?
12. Has the potential for promotion of these employees improved?
13. Have you encouraged these employees to seek further educational opportunities?
14. Do you think these employees benefited from the GED class?

SAMPLE QUESTIONS FOR EMPLOYEES

1. Why did you enroll in the GED class at ______________________________?
2. Before you enrolled in this class had you heard about other GED classes?
3. When you enrolled in this class, did you set any goals for yourself? If so, what are these goals?
4. Did the GED class help you reach these goals?
5. Did the GED class help you improve any skills? If so, what skills? Will these skills help you to do your job better?
6. Is there any aspect of your job that you can do better as a result of this class.
7. Now that you have received the GED certificate, do you think your supervisor expects greater job performance of you?
8. Do you expect any job changes as a result of receiving the GED certificate?
9. Do you think the GED class has helped you to feel better about yourself? Toward your job?
10. Has your job productivity increased?
11. Have your communications with your peers improved?

    With your supervisor?
12. Do you think your chances for job promotion have improved as a result of completing the GED? For a pay raise?
13. Do you plan to seek further educational opportunities?
14. Do you think you have benefited from the GED class? If so, how?
15. Do you think your employer (company) has benefited from your participation in the GED class? If so, how?

CHECKLIST FOR EVALUATING THE COOPERATIVE PROGRAM

The following steps may be taken to evaluate the cooperative program:

____ 1. Familiarize oneself with the history of the program.

____ 2. Identify variables to measure attainment of objectives.

____ 3. Select an appropriate research design.

____ 4. Collect data via interviews, personal observations and records.

____ 5. Based on program data, decide if program objectives are being met.

____ 6. Based on program data, decide if the intended elements of the program are aligned with the actual elements.

____ 7. Adjust the conceptualization of the program to meet its actual elements or change the operations of the program to meet its intended elements.

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